



LANSING SCHOOL DISTRICT

LANSING, MICHIGAN

THE HISTORY AND GROWTH OF THE LANSING SCHOOL DISTRICT
Lansing, Michigan

Volume III - With Emphasis on Years, 1962-1966

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PREFACE

It was the Red Queen who said to Alice--“If you want to stay where you are, you have to keep moving. If you want to get ahead, you have to run faster.” In Volume III of The History and Growth of the Lansing Public Schools, 1962-1966, it is patently evident that the pace has been faster. The fast breaking developments in the contemporary scene have been rigorously reflected to a marked degree in the school system.

Although we may as with Jefferson “like the dreams of the future better than the history of the past” we feel an urgency to not become preoccupied with change and certainly not a destruction of the past. We need an up-dated recording of the past to permit an appraisal of what has been done for there is genuine value to stability and to retaining a sense of continuity. Such is the purpose of this volume.

For the herculean task of preparing this volume we are indebted to Dr. Edward Remick, Consultant in Research, and express to him our gratitude.

William R. Manning
Superintendent

July 22, 1966

LANSING BOARD OF EDUCATION

Section I

The development of the present local school system is the result of a series of adjustments to varying circumstances and changing philosophies since its inception in 1847.

One of the important aspects of the History of the Lansing School District has been the services rendered by various Board members.

The responsibility of the Board of Education is one of the most important in this community. The members of the Board of Education are entrusted with the management of more than half of the local governmental expenditures. Still more important, they are charged by the community to provide for and supervise the education of children and youth. The members of the Board of Education work hard and conscientiously and spend untold hours at their job. This work consists of regular and special meetings, briefing sessions following regular meetings, committee meetings, conventions, speaking engagements at civic organizations and ceremonial occasions. It involves hours spent in studying and digesting reading material and reports. Another aspect of the job involves discussing and explaining policies to citizens, listening to their suggestions and grievances.

Brief biographical sketches have been prepared on each person who has served on the Board of Education since 1962. Resumes of activities in which members have played a vital role have been made and included in this chapter.

BOARD MEMBERS (1962-66)

Mr. Douglas M. Ammons

Address: 2633 Edgebrook Drive
Occupation: Manager--Apothecary Shop
Date elected to board: April, 1963
Date resigned: September, 1965

Mr. Richard Beers

Address: 3727 Tecumseh River Road
Occupation: Deputy Director, Budget Division, Department of Administration,
State of Michigan
Date appointed to board: September 2, 1965

Mrs. Edward J. Boucher

Address: 1414 Loraine Avenue
Occupation: Housewife
Date elected to board: April, 1954 for a six year term

Mrs. Teresa Darling

Address: Baron Boulevard--Dimondale, Michigan
Occupation: Housewife, Lansing Public Library
Date elected to board: July, 1951
Date term expired: November 17, 1961

Mr. Vernon D. Ebersole

Address: 1561 North Genesee Drive
Occupation: Insurance, Hacker-Ebersole agency
Date elected to board: April, 1955

Mrs. Polly D. Gibson

Address: 1521 Cambridge Road
Occupation: Housewife
Date appointed to board: November, 1961
Date elected to board: April, 1963--served four years

Mr. Stephan Kras

Address: 3038 Westchester Road
Occupation: Office Manager, Simon Iron and Steel Corporation
Date appointed to board: May, 1959
Date elected to board: June, 1961
Terminated: June 30, 1963

Mr. Harold A. Moore

Address: 314 West Randolph Street
Occupation: Custom Decorating Workroom Supervisor
Date elected to board: 1959, served six years

BOARD MEMBERS (Cont.)

Mrs. Alfred Nussdorfer

Address: 120 East Holmes Road

Occupation: Housewife

Date appointed to board: April, 1956

Date elected to board: April, 1957

Mr. Clarence Rosa

Address: 1430 Lindbergh Drive

Occupation: Architect--Deputy Director, State Building Division

Date elected to board: April, 1955

Mr. Thomas C. Walsh

Address: 2700 Norwich

Occupation: Attorney

Date elected to board: April, 1959

Reelected: April 5, 1965

RESUME OF BOARD ACTIVITIES 1962-63

BOARD MEMBERS

Officers

President	Mr. Vernon D. Ebersole
Vice President	Mr. Stephen Kras
Secretary	Mrs. Alfred Nussdorfer
Treasurer	Mr. Harold A. Moore

Trustees

Mrs. Robert N. Gibson, Jr.
Mr. Clarence H. Rosa
Mr. Thomas C. Walsh

Job retraining program was initiated at Lansing Community College. This was a reimbursable program for retraining of the unemployed. (7-2-62)

Dr. David Gottlieb's study entitled, "Elementary School System in Relation to Methods of Teaching," was approved. (7-2-62)

Provisions to complete extensive renovations at Lansing Community College were made.

Plans for a newsletter to Lansing citizens and members of the school staff were reported. (7-19-62)

Final plans and specifications for the new public library were approved. (8-28-62)

A pilot study, Introductory economics, financed by a Charles S. Mott Foundation Grant was approved. (9-6-62)

Mrs. Nussdorfer and Mrs. Gibson were co-chairmen of the Annual Reception for New Teachers.

Authorized the purchase of land on Wise Road. (9-11-62)

A portion of the Community School District was transferred to the Lansing School District. (9-24-62)

Congratulations were extended to Genesee Street School on its 50th Anniversary. (9-24-62)

National Defense Education Act applications were approved. (10-18-62)

Approval was given to Forkner shorthand experimental courses at Eastern, Everett, and Sexton. (11-1-62)

Lease of two mobile classrooms at Main Street School was authorized. (11-1-62)

RESUME OF BOARD ACTIVITIES 1962-63 (Cont.)

The National Safety Council presented safety awards to 36 Lansing public schools. (11-16-62)

Approval was given to the English Composition and Teacher's Scholarship projects. (12-7-62)

Approval was given to add a course in Russian language at Eastern High School. (12-7-62)

Approval was given to the Olofsson Corporation to make an Industrial Award to an outstanding vocational student. (1-3-63)

Forest School District bonded indebtedness was voted on, accepted and approved. (2-18-63)

Adoption of Policy #4141A made it mandatory that chest X-rays be taken by all school employees.

The April 1, 1963 elections results:

- a. Mrs. Robert N. Gibson, Jr., Mrs. Alfred Nussdorfer, and Mr. Douglas Ammons were elected school board members.
- b. The building and sites levy of three mills was approved.
- c. The general operating expense levy of 11.3 mills was approved.

Secondary school boundaries were established. (5-16-63)

RESUME OF BOARD ACTIVITIES 1963-64

BOARD MEMBERS

Officers

President	Mr. Vernon D. Ebersole
Vice President	Mr. Thomas C. Walsh
Secretary	Mrs. Robert N. Gibson, Jr.
Treasurer	Mr. Harold A. Moore

Trustees

Mr. Douglas M. Ammons
Mrs. Alfred Nussdorfer
Mr. Clarence H. Rosa

The organizational meeting of the Board of Education was called to order by Dr. Averill at 7:33 p.m. Thus began the year 1963-64.

English Composition Study was continued.

Administrative re-organization--Physical Plant Division.

Encouragement was given ungraded elementary school programs.

Four rooms were designated for elementary classes at Dwight Rich Junior High School to relieve enrollment problems.

Application of federal funds for counseling of dropouts was made. (\$2,400)

The Fair School Bus Law was adopted. (8-28-63)

Late afternoon bus service for Pattengill and West Junior High Schools was discussed. Provisions were to be made so that students could participate in extra curricular activities.

An agreement with Ingham Intermediate School District under provision of Act No. 221 of the public Acts of 1922 to operate a training program for mentally handicapped persons was made.

Plans for Waverly-Holmes School were initiated. (This school was named Averill Elementary). (3-19-64)

Superintendent selection committee was reactivated. (9-19-63)

Dwight Rich Junior High School was dedicated November 10.

Library cornerstone was laid November 13.

RESUME OF BOARD ACTIVITIES 1963-64 (Cont.)

The Board of Education authorized the formation of a Citizens' Committee to study the feasibility of establishing a county-wide Community College District, and directed the Community College Committee to propose to the Board names of persons for membership on the Citizens' Committee.

Instruction in Chinese and a Language Informants Program were approved. (11-21-63)

Methods whereby compliance with Supreme Court ruling regarding religious instruction in public schools were discussed.

A six period day was proposed for the senior high schools. (1-2-64)

Additional data processing equipment was rented. (1-16-64)

The schedule for rental of school facilities revised. (1-16-64)

Courses in Cosmetology were approved. (1-16-64)

Vocational Foods trades class was described and plans for adding such a course were made. (1-16-64)

A Young Adult Program was proposed. (2-6-64)

A policy regarding minority group treatment in textbooks was adopted. (2-13-64)

A Fire Safety Renovations report was discussed and a tentative plan was made to initiate action.

A summer program for handicapped children was approved. (4-2-64)

A procedure for the adoption of textbooks was adopted. (5-7-64)

Renovations of old library building for Community College offices were ordered. (5-21-64)

A policy statement on Equal Educational Opportunity was adopted. (6-4-64)

Contracts were awarded for Churchill Downs primary units. (6-23-64)

RESUME OF BOARD ACTIVITIES 1964-65

BOARD MEMBERS

Officers

President	Mr. Clarence Rosa
Vice President	Mrs. Alfred Nussdorfer
Secretary	Mrs. Robert N. Gibson, Jr.
Treasurer	Mr. Vernon Ebersole

Trustees

Mr. Douglas Ammons
Mr. Thomas Walsh
Mr. Harold A. Moore

The Board received the report "A Citizens' Study of Area Community College Needs as Related to the Lansing Community College." (7-6-64)

A special board meeting was called to discuss proposed Sheridan Road School District annexation. (7-21-64)

Upon the resignation of Mr. Neil Lottridge, Director of Vocational Education, the appointment of Mr. Russell Maples to Consultant in Vocational Education was made. (July 24, 1964)

Attendance areas were designated for Averill, Cavanaugh, Elmhurst, Lewton, Pleasant Grove, Pleasant View, Reo Road and Wainwright.

Modifications of by-laws pertaining to the order of business were made. (8-6-64)

A policy was adopted relating to tenure. (8-20-64)

Consideration and proposals for subsequent action on an education center were undertaken. (8-20-64)

A contract was awarded for the construction of a school on the site near Brad Street. (9-17-64) (This school was later named Attwood Elementary).

Policies related to job descriptions were adopted. (10-1-64)

After discussing population growth, it was suggested that an elementary school be authorized in the northeast section of the city (10-1-64) (This school was designated as Post Oak Elementary).

Reports were made on the Economic Opportunity Act of 1964 which included (1) Youth Opportunity Program, (2) Community Action Program, and (3) Work Experience Program. (10-1-64)

A resolution was adopted calling for a Community College election. (11-3-64)

Purchase was made for portions of the Boys' Training School property to be used

RESUME OF BOARD ACTIVITIES 1964-65 (Cont.)

as a fire lane at Eastern High School. (11-3-64)

Because of increased school enrollments, mobile units were leased and placed at Lewton and Cavanaugh Elementary schools. (11-3-64)

Cooperative purchase of school playground sites between the Lansing School District and the City Parks Department was agreed upon and initiated. (12-3-64)

School modernization and improvement schedules were enacted. (1-7-65)

The Board adopted, in principle, the subsidizing (in part) of the insurance premiums of professional employees as an essential fringe benefit. (1-21-65)

Job descriptions concerning Public Library personnel were discussed and approved. (1-21-65)

The Board authorized the Lansing School District to participate in a Developmental Economic Education program sponsored by the Joint Council on Economic Education. (2-11-65)

Planning for the Education Center which would serve as an administration building was initiated. Considerable discussion was centered on the issue of location. (2-11-65) Funds from the sale of the building on North Capitol Avenue were tentatively designated for financing the new structure.

The firm of Booz, Allen, and Hamilton, Inc. was appointed to conduct a Feasibility Study in the area of data processing. (2-11-65)

The Lansing Board of Education and the Junior Board of Education conducted an Honor's Banquet for all graduating seniors who maintained a 3.5 academic record throughout their high school career. (3-4-65)

Maple Grove School District requested that annexation procedures be initiated. (4-11-65)

The Board of Education requested the Superintendent to continue the study of facility needs of trainable mentally retarded children. (3-4-65)

A textbook adoption policy was discussed and approved. This policy established procedures to be followed in the selection and subsequent adoption of textbooks at all levels.

A professional participation policy was outlined to the Board by Dr. Manning. This policy established a method to provide organizational structure and procedure for increased teaching staff participation in the common goal of providing quality education. (5-6-65)

A nursery room at Westminister Presbyterian Church was leased for a pre-school

RESUME OF BOARD ACTIVITIES 1964-65 (Cont.)

program to run May 11--June 18. (5-6-65)

The Board passed a resolution asking that the County Tax Allocation Board set the 1965-66 share of 15 mills at no less than the 1964-65 level for schools. (5-6-65)

Mr. Roosevelt Ruffin asked the Board about progress being made to relieve de facto segregation in some Lansing schools. The Board called attention to the Citizens' Advisory Committee on Educational Opportunity and the Human Relations Team, both of whom are attempting to make constructive recommendations toward solution of this problem. (5-6-65)

Work to carry our school modernization plans in Allen, Cedar, Foster, High, Holmes, Maplewood, Northwestern, Oak Park, Verlinden, and Walnut elementary schools and Pattengill Junior High School will be bid upon at the June 10 meeting. (5-20-65)

Elgin L. Clark, Consulting Engineer, was appointed to provide mechanical and electrical planning services for the proposed facility for trainable mentally retarded pupils. (5-20-65)

The Board agreed to lease with option to purchase five acres of the Hopwood site on Hopkins Street to Lansing Township for recreational purposes. (5-20-65)

A two-foot strip along the west edge of the Willow Elementary School site was sold to private property owners to provide them with driveway clearance. (5-20-65)

The Board resolved to accept the entire Sheridan Road School District for school annexation. The Ingham County portion of this school district already has annexed to the City of Lansing. (5-20-65)

Dr. Manning announced that Lansing's proposal for a summer nursery school program had been approved, although the request had been slightly reduced. (5-20-65)

Mr. Walsh reported that proposed state legislation would, if passed, provide one-half membership for nursery school operation by public schools. (5-20-65)

The report of the Board of Canvassers on the April 5 election of Mrs. Edward J. Boucher and Mr. Thomas C. Walsh to six-year terms on the Board was received. (6-10-65)

The Board approved 28 curriculum workshops for summer and fall to be financed from school district funds. (6-10-65)

Bids for renovations of Sexton Home Economics laboratory and the school cafeteria will be received on June 24 at 7:30 p.m. (6-10-65)

RESUME OF BOARD ACTIVITIES 1964-65 (Cont.)

The Board approved purchase of a 20 acre site east of the Forest View school for a Type B trainable facility, which is scheduled for construction next year. (6-10-65)

Dr. Manning presented a position paper entitled "School Integration and Improvement of Educational Opportunity" in which he said that, "Educational institutions, particularly the public schools, are being asked to make a significant contribution to the national effort to improve the lot of disadvantaged Americans....fettered by the barriers of race, poverty, or cultural difference."

In his paper, Dr. Manning proposed that the Board consider closing the Lincoln School as a K-6 facility. The Board accepted the position paper and referred it and the Lincoln School proposal to the Citizens' Advisory Committee on Educational Opportunity for its reaction. It also directed the Superintendent to assess the reaction of Lincoln area parents. No date for final action on the proposal was set. (6-10-65)

Ackerman Construction Company submitted the lowest of three bids at \$75,126 for construction of a Home Economics laboratory and cafeteria renovation at Sexton High School. Bids were referred to administration for recommendation. (6-24-65)

Plans for the first phase of development work on leased property was approved for bidding on July 15. This will include excavation, grading, fencing, drainage, and irrigation work for athletic field development. (6-24-65)

Purchase of 20 acres of property for the Type B Special Education facility was approved. The property, located east of the Forest View School, will cost \$35,000 and will be purchased with county special education funds. (6-24-65)

A resolution was adopted commending Mr. Harold A. Moore for his six years service on the Board. Mr. Moore's term of office expires June 30. (6-24-65)

RESUME OF BOARD ACTIVITIES 1965-66

BOARD MEMBERS

Officers

President	Mrs. Alfred Nussdorfer
Vice-President	Mr. Clarence Rosa
Secretary	Mrs. Robert N. Gibson, Jr.
Treasurer	Mr. Vernon Ebersole

Trustees

Mr. Douglas Ammons (Resigned September 2, 1965)
Mr. Thomas Walsh
Mrs. Edward J. Boucher
Mr. Richard Beers (Appointed September 2, 1965)

The following policies were adopted:

- 5127.1 - Graduation Requirements: Handicapped Students
- 4242.3 - Health and/or Hardship Leave: Classified Personnel
- 5142.1-1 - Summer Swimming Program
- 2440 - Administrative leeway in Absence of a Policy
- 1414.1 - Regulations Governing Places of Public Assembly
- 5141.3-2 - Illness or Injury of Pupils
- 9260 - Legal Counsel
- 9000 - By-Laws Governing the Organization and Procedures of the Board of Education (Revised) (7-6-65)

Mr. William Helder was granted a leave of absence for 1965-66 to accept appointment as a coordinator of the Kettering project on the teaching of social studies. (7-6-65)

The rental of 10 portable classroom units, four for Everett High and six for Dwight Rich, was approved on a minimum three-year lease basis. Cost per year is \$2,025 per unit. (7-6-65)

Schematic drawings of the proposed Kahres Elementary School were discussed with the architect. (7-6-65)

The Board formally designated the property located on Wise Road, north of the Harley Franks Elementary School, as the site for the senior high school proposed for future construction. (7-27-65)

Sale of 1.8 acres of the Cumberland School site to Mr. Francis Fine for \$7,806 was approved. (7-27-65)

The closing of Lincoln School as a K-6 building was approved, with pupils to be transferred to other buildings. The building will be used next year for special education purposes. The closing will not affect the Lincoln Center operation during 1965-66 (7-27-65)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

The Board received a report from the School Attendance Areas Sub-committee, which had been adopted by the Citizens' Advisory Committee on Educational Opportunity. This report recommends that use of West Junior High School be discontinued and that a replacement facility be constructed in the immediate future. (9-2-65)

Two requests for released time for students to receive religious instruction were approved at the request of the Lansing Council of Churches. Students, only at their parents request, may be released for such purpose. Northwestern, Cumberland, Everett, Kendon, Maple Hill, Reo, Elmhurst, Cavanaugh, and Pleasant View schools will be affected by this Board action. (9-2-65)

The Board established Tuesday, December 14, as the date for a special school election on general operations millage, and the financing of future school construction. Details of the proposals to be voted upon will be developed and announced later.

It was reported that a group has submitted a proposal on implementing the subsidizing of insurance premiums as an employee fringe benefit. The proposal is presently being studied and the results of the study will soon be reported to the Board. (9-2-65)

The Board approved participation in the Social Studies Curriculum Study by Michigan State University. Mr. William Helder will direct the study. (9-2-65)

Dr. Manning reported on a possible cutback in next year's grant from the federal government for NYC program. He stated that the schools are now authorized to serve 600 pupils, but the program may be reduced to only 200. The problem has been discussed with the Department of Labor and with Senator Philip A. Hart in hopes of retaining the present status of the program. (9-2-65)

Representative H. James Starr presented copies of a concurrent resolution passed by the state legislature commending the school district and Everett High School for its development of the State and Local Government Seminar. Representatives of the seminar advisory committee and the students involved also participated in the presentation ceremony. (10-7-65)

The Board adopted a policy entitled Released Time for Religious Instruction which established the school district's intent to comply with Public Act 270 (1964). (10-7-65)

It was reported that a petition for an election was filed on September 15 with the State Labor Mediation Board by the American Federation of State, County, and Municipal Employees, AFL-CIO. This concerns exclusive bargaining representation for custodial and maintenance employees. (10-7-65)

Surfacing of a parking lot at Post Oak School was approved. (10-7-65)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

Policies on the recruitment and selection of certificated (4111) and classified (4211) personnel were adopted. (10-21-65)

Policies regarding educational publications (6143.1), the swimming program (5149.1-9) and vacancies on the Board (9120.1) were submitted for consideration. (10-21-65)

A communication was received from the Citizens' Advisory Committee suggesting that they consider Dr. Manning's paper entitled "The Future of West Junior High School--A Position Paper," as acceptable and satisfactory means of solving the problems of West Junior High School. (10-21-65)

A \$2,157 contract was awarded to Reed and Noyce, Inc. for demolition and disposal of an old Maple Grove school building. (10-21-65)

Prior to the Board's consideration of millage and bonding proposals, Dr. Manning outlined future needs and reviewed accomplishments of the past three years. (10-21-65)

The Board acted officially to set the special election date for Tuesday, December 14, 1965. The Board stated that it would request 17 extra-voted mills for school operating purposes for a five-year period. (The present 11.3 extra-voted mills expire this year. The actual increase being requested is 5.7 mills.) (10-21-65)

The program of insurance subsidies, not to exceed \$10.00 per month for each employee, was approved effective November 1. (10-21-65)

The Urban League endorsed Dr. Manning's position paper on the future of West Junior High School. Mr. Ralph W. Bonner, executive director of the Urban League, presented a statement to this effect at the meeting. (10-21-65)

The Honorable Max Murningham, Mayor of the City of Lansing, presented a National Safety Council award to the Lansing Schools. Recognition was given several safety programs carried on in the Lansing Schools. (11-4-65)

Policies on educational publications (6143.1), the swimming program (5142.1-9), and vacancies on the Board (9120.1) were adopted. (11-4-65)

The Hurd, Gunnisonville and Valley Farms school districts were annexed to the Lansing School District as a result of the elections held on October 25, 1965. The President of the Board extended a welcome to these districts. (11-4-65)

Announcement was made that eligible custodial and maintenance employees will vote on November 10, 1965, and eligible bus drivers will vote on November 23, 1965, to determine the representative, if any, for the purpose of collective bargaining. (11-4-65)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

Representatives of Booz, Allen, and Hamilton, Inc., reported on a study of data processing requirements of the school district, and a detailed written report was received. (11-18-65)

The Board authorized a pilot one-semester course in sociology for the second semester. This addition to the curriculum was recommended by the Social Studies Curriculum Committee. A textbook was also submitted for study and possible adoption at the next Board meeting. (11-18-65)

Membership in the Metropolitan Educational Research Association (MERA) was approved. The association will be composed of major Michigan school systems with common problems requiring research data. (11-18-65)

Approval was given to final plans and specifications for the proposed Kahres Elementary School. The site of the school is at the south end of Rosedale Street in the North School area. Bids will be taken at a special meeting set for 1:00 p.m., Thursday, December 9, 1965. Construction time is scheduled for 240 days, making the school available for use next September. (11-18-65)

A resolution giving detailed reasons for terminating use of the West building as a junior high school in 1968 was adopted. Proposed future uses of the building were also outlined in the resolution. Copies of the resolution will be sent to all buildings for information purposes since this issue is directly related to the success of the millage and bonding proposals. (11-18-65)

A report was received from Mr. Carl Bates, Clinton County School superintendent, verifying the annexation vote in the Hurd, Gunnisonville, and Valley Farms school districts. Votes recorded were: Hurd 164-81, Gunnisonville 215-27, and Valley Farms 284-38. Annexation procedures have been completed. (11-18-65)

Mr. Rosa spoke for the Board in eulogy for the passing of Dr. Dwight H. Rich while attending a conference in Lafayette, Indiana. Mr. Rosa reviewed the association he and other members of the Board had had with Dr. Rich and his great contribution to the young people of this community. (12-16-65)

Approval was given for submission of a proposal to extend the Neighborhood Youth Corps for 27 weeks.

The Board received a report from the Board of Canvassers regarding the official results of Tuesday's election. Official results on Proposition 1, yes 6,527--no 6,632; Proposition 2, yes, 5,950--no 6,358. (12-16-65)

A small portion of the Attwood School site was sold for \$2,213.84. (12-16-65)

Approval was given for the filing of several applications under the Elementary and Secondary Education Act. (1-6-66)

A pilot course in TV Production was approved for next semester at Everett High School. (1-6-66)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

A petition seeking the annexation of the Sheridan School site to the City of Lansing was approved. (1-6-66)

The Lansing Association of Educational Secretaries was recognized as exclusive representatives for negotiations for the categories of secretarial--clerical employees. (1-6-66)

The Superintendent was appointed principal negotiator for the Board of Education with any bargaining unit recognized by the Board. He was also authorized to name negotiation teams and assign their duties. (1-6-66)

Business--Industry--Education Day will be held on Wednesday, March 23. Visitations will be made to local firms by teachers again this year. (1-27-66)

A letter was read from Dr. Philip Irion, chairman of the newly-organized Lansing Action Committee for Quality Education. The committee recommended that the 17-mill operations proposal be submitted again to vote. The committee assured the Board of its support during the millage campaign. (1-27-66)

A resolution was adopted commending the League of Women Voters for their recent opinion survey of Lansing voters regarding the December 14 special school election. (1-27-66)

The Board announced that the 17 - mill operations proposition would be voted on again. The election will be held on Tuesday, March 22. The millage will run five years, if approved. (1-27-66)

Property adjoining the site of the proposed senior high school was purchased. The 2.07 acres completes the rectangular design of the site. Cost was \$15,000. (2-10-66)

Following are excerpts from Dr. Manning's statement regarding the millage needs of the school district made at last night's meeting. Regarding the alternatives listed, it was intended that no action be taken; rather that the statement merely outline the possible alternatives.

"What will happen to the educational program of Lansing's children and youth if the millage proposal on March 22nd is defeated at the polls a second time?" Many people are asking this question.

Certainly, this is a fair question and one that deserves a factual and frank answer...I'd like you to think through with me what the consequences would be on Lansing's children and youth if the school system's revenue is reduced by 40 percent. Yes, the 17 - mills requested at the millage election represents 40 percent of the operational budget or \$8,000,000.

Let me state, parenthetically, that there is little that we as parents and community members can give to our young other than the very best education

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

we can provide...Schools and the cost of school operation are related directly to the number of children and the quality of services a school system provides to children...The operations millage proposal is complex since it has to do with the general operation of our entire school library system, and, in cooperation with city government, the summer recreation program...Anything I have to say about cutting back the school program affects all of these different operations which are Board of Education responsibilities...One of these actions would be to make no salary improvements for any school district employees and to hire no additional personnel for next year's increased enrollment. This would cut expenses by only eight percent...To cut back another 32 percent, school personnel could be reduced by one-third and non-salary expenses could be cut by the same amount...A second alternative action of cutting back a full 40 percent would be to reduce salaries of all school personnel by 40 percent...It is a way to cut expenditures, but it just won't work...This leaves the school district with a third alternative action, that of reducing staff drastically if operations expenses are to be cut by 40 percent. Our professional staff would have to be reduced by 324 people...there are 818 classified personnel...A 40 percent reduction in this staff would erase 327 positions...This is not enough staff, professional and classified, to operate this large school system.

I would like to address myself to the matter of class-size...The facts are that class size does make a difference regarding the quality of instruction. Now, what do we do with these children if we are short 624 professional staff? There are two alternatives. The first I just mentioned: double or almost double class size. This I doubt can be done...I firmly believe that the children will learn more in smaller classes although they are in school for a shorter period of time than they would in such large groups for a full day...We would split students into morning and afternoon groups and do the best we can on half-day sessions.

The last action that should be considered is the reduction of the teaching staff. Education of children is primarily dependent on a sufficient number of well-trained teachers. Yet, even if all activities were curtailed and only a 3-R Model-T type program were provided in this space age, there would still have to be a significant reduction in the number of personnel. Even the total elimination of every non-personnel cost from the operations budget would only reduce cost by 13 percent (including cost of activities, heat, light, water, etc.) a far cry from the needed 40 percent...We could cut out all preventative maintenance in our school buildings...We could save \$500,000 by ceasing operation of the public library and its branches...The summer school program, especially the honors institutes and other special offerings, could be placed on a self-supporting basis...Reduce the purchase of textbooks and library books...Board of Education funds for athletic programs could be eliminated. All extra-curricular activities of any type whether athletics, dramatics, forensics, music or whatever that cannot be supported from gate receipts could be curtailed...We certainly would have to terminate the school district's financial participation with city government in the recreation program...We could consider not operating several school buildings.

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

No doubt we could and will find other ways of saving dollars that could be used to keep every possible teacher on the staff. (3-3-66)

A proposed policy relating to appointment of a Board of Education voting representative for electing Intermediate Board of Education members will be acted upon at the next regular Board of Education meeting. (3-17-66)

An agreement between the Ingham Intermediate District and the Lansing School District regarding proposed construction of the special education trainable center was approved. Authorization was given to Frank and Stein, architects, to employ architectural services for development of the master site plan. Preliminary plans for the center were also approved. (4-7-66)

Authorization was given for the school district to participate in an intern program with Michigan State University. (4-7-66)

The report of the Board of Canvassers on the March 22 school election was received and copies filed with appropriate clerk's offices. (4-7-66)

Textbooks for Algebra and Trigonometry were recommended for adoption at the April 21 meeting. (4-7-66)

A position paper was presented suggesting transfer of the branch libraries from schools to a shopping center location. This recommendation was made because of declining circulation records at branch locations. The plan will be studied for possible action at a later date. (4-7-66)

Mr. Harry Butler was appointed Supervisor for Title I--Elementary and Secondary Education Act. The appointment will become effective immediately. (4-7-66)

A change in policy 4143.1 was adopted changing the hourly rate for summer school teachers from \$4.20 to \$4.50 per hour and adjusting the weekly rate for principals: senior and elementary \$80 to \$90, and junior high \$42 to \$45. Three policies were submitted for study and future action. (4-21-66)

The Board approved adoption of Modern Algebra and Trigonometry, Book 2, for senior high school use. This text will be used in a two-semester sequence covering both areas of mathematics. (4-21-66)

The Board formally recognized the Lansing Schools Education Association, Inc., as the "exclusive bargaining representative of all school personnel paid on the adopted salary schedule for teachers, excluding the superintendent and deputy superintendent of the school district and all personnel on the administrative and supervisory personnel salary index." (4-21-66)

At Dr. Manning's request resulting from a petition from Sexton High School students, the Board approved opening the public library from 1-5 p.m. on Sundays for the remainder of the school year. (5-5-66)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

Expenses for a proposed list of summer and fall curriculum workshops were approved. The Board approved \$17,972.80 for this purpose. (5-19-66)

A position paper advocating a program of national assessment was adopted. Presently, procedures for developing necessary tests are underway. (5-19-66)

The realtor listing for the Townsend site property was extended for 90 days and the Board authorized Mr. Walker to prepare and sign an offer to sell this site to the federal government for \$345,000. (5-19-66)

The Board authorized the architect to complete final plans for the remainder of Post Oak Addition, one of the system's most crowded schools. A sum of \$350,000 was allocated for construction. (5-19-66)

The Board authorized a renovation project for West Junior High School to include work on the boys' and girls' locker rooms, modernization of all rest rooms, relighting of the gymnasiums, and alterations for a clinic, music facilities, and team teaching. Cost of the renovations is estimated at \$160,000. (5-19-66)

Dr. Manning presented a short-range building proposal for Board consideration. This proposal was predicated on bonding to two percent of the district's tax base. The proposal was discussed as to purposes, amount, and duration of the repayment period. Board members generally favored voting on a long-range program in April. No decision was made regarding the short-range program as presented. However, Mr. Rosa moved that appropriate steps be taken to issue bonds totaling approximately \$1,440,000. This indebtedness would be repaid following the December, 1966, tax collection from a 3-mill levy. The motion also requests from the Superintendent a revised long-range building program which could be submitted to voters in April, 1967. The motion was tabled pending further study. (5-19-66)

In response to a request from Mr. Joseph Vellanti, president of LSEA, that professional negotiations begin, an initial meeting was set for June 1 at 4:00 p.m. at the Public Library. (5-19-66)

The Superintendent was authorized to proceed with the implementation of recommendations outlined in a study of data processing needs (Booz, Allen, and Hamilton, Inc., report). (6-2-66)

The Board adopted a philosophy statement which shall become Policy 6123. The proposed statement was submitted earlier by a special committee headed by Mrs. Ruth Shapton, Kendon principal. (6-2-66)

Formal agreements were approved which called for participation in the Ingham County program for the trainable mentally handicapped for the present and next year. (6-2-66)

Preliminary plans and outline specifications were approved. Laitala and Nuechterlein were authorized to proceed with final plans and specifications. (6-2-66)

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

The Superintendent was authorized to execute and file all documents and applications necessary under these titles (Titles I and II) of Public Law 88-452 (Economic Opportunity Act). (6-2-66)

The Board adopted three motions related to construction of this facility (Special Education Facility). One authorized \$825,000 for construction; a second authorized future issuance of bonds to be repaid from Ingham County grant-in-aid funds; and a third approved an agreement memorandum with the county providing for a system of repayment and responsibility for operation. (6-2-66)

Mr. Ebersole reported that the Ingham County Tax Allocation Board set 9.022 mills for schools for 1966-67. This represents a reduction of .09 mill. He also reported that the 18 - mill question will again be submitted to the voters. (6-2-66)

Rabbi Philip Frankel, chairman of the Citizens' Advisory Committee on Educational Opportunity, and members of the Steering Committee, presented the Committee's report to the Board. (Copies of the report and general information about it will be available for more public distribution at a later date.) (6-23-66)

An agreement between the Board of Education and the Lansing Association of Educational Secretaries was ratified. It becomes effective July 1 and remains in effect until June 30, 1967. (6-23-66)

The vocational training Cosmetology Program, previously approved by the Board, will be housed in the vocational wing of Eastern High School. (6-23-66)

Formal resolutions authorizing the sale of school construction bids for emergency elementary classroom construction and the trainable special education facility were approved. Bond bids will be taken at a later date. (6-23-66)

The Board authorized planning of additions to Post Oak and Averill schools and partial structures on the River's Edge and Wexford Road elementary sites. Allocated for construction were the following estimates: Post Oak--\$350,000; River's Edge--\$435,000; Wexford--\$380,000; Averill--\$135,000. Architects were appointed for all four projects. (6-23-66)

Transfer of a mobile classroom unit from Main to Lewton was approved. (6-23-66)

Nine proposals to transport elementary students to schools outside their normal service area were presented for future action. Three elementary boundary changes were also submitted for consideration. All proposals are designed to relieve overcrowding. (6-23-66)

Several proposals were represented for action in July. Lunch programs, if approved, will terminate at Everett, Sheridan Road, Valley Farms, Gunnisonville, and Hurd schools next year. Sack lunches will be allowed for some children attending Everett. Only children riding buses may participate in the program at Forest Road, Forest View, and North schools.

RESUME OF BOARD ACTIVITIES 1965-66 (Cont.)

Several changes in pupil building assignments were approved due to overcrowding in the home school. Service area changes affecting Holmes, Allen, Hurd, Gunnisonville, and Valley Farms schools were approved. (7-5-66)

Two proposals for changes in junior high school service areas were present. A motion that they be considered for action at the next Board meeting was tabled. (7-5-66)

The Board approved the "Guide for Educational Meetings" for the year 1966-67. (7-5-66)

Mrs. Robert N. Gibson, Jr. was appointed to represent the Board of Education on Mayor Murningham's Citizens' Advisory Committee for Community Improvement. (7-5-66)

ORGANIZATION STRUCTURE

Section II

Although the patterns of central office organization vary, the common type of organization is one that includes in its structure the professional staff members who are responsible for rendering administrative and supervisory services to all the schools in the district.

Of primary importance to an efficient functioning central staff is the evaluation of the educational needs and programs of the community. The Lansing School District has evolved numerous policies concerning responsibilities of the central staff. This listing of responsibilities has been included in the Board Policy Manual. The Citizens' Committee Report of 1961, the reports of advisory committees concerning curriculum, the Action Committee for Quality Education, together with other educationally oriented group recommendations have stimulated the development of a unified and coordinated staff which provides resources and consultative services to the faculty of all school units.

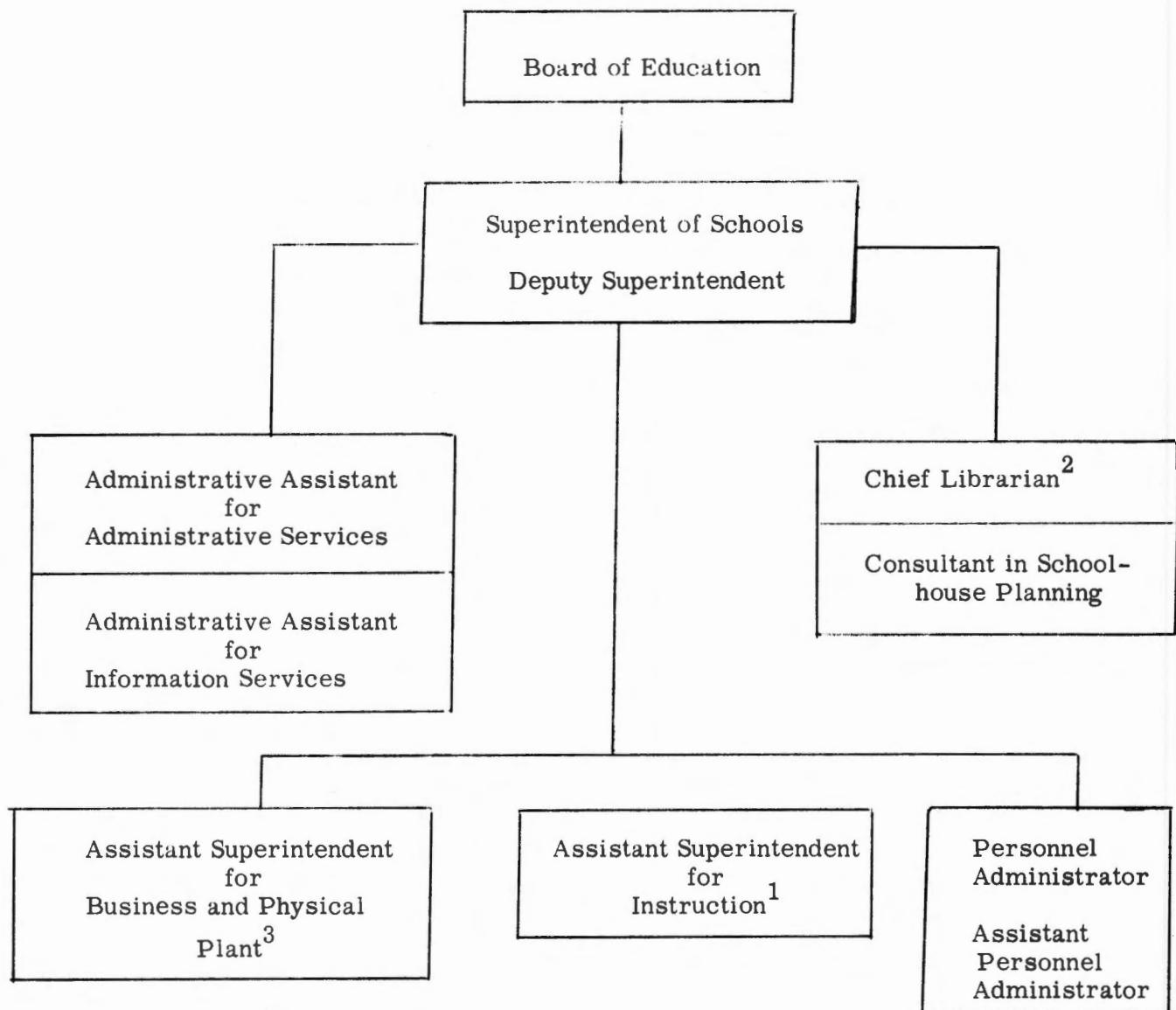
ORGANIZATION CHART--LANSING SCHOOL DISTRICT

The following flow charts indicate the lines of authority and responsibility in the administration of the Lansing School District. These are in addition to the job descriptions which have been adopted and included as Policy #2421 which was adopted 10/29/64 and amended 1/6/66.

Each separate chart indicates either divisional or departmental organization and delineates areas of immediate administrative or staff responsibility.

CHART A

ADMINISTRATIVE ORGANIZATION



1. See Chart B, B-1 to B-8 for further detail.
2. See Chart C for further detail.
3. See Chart D for further detail.

CHART B

DIVISION OF INSTRUCTION

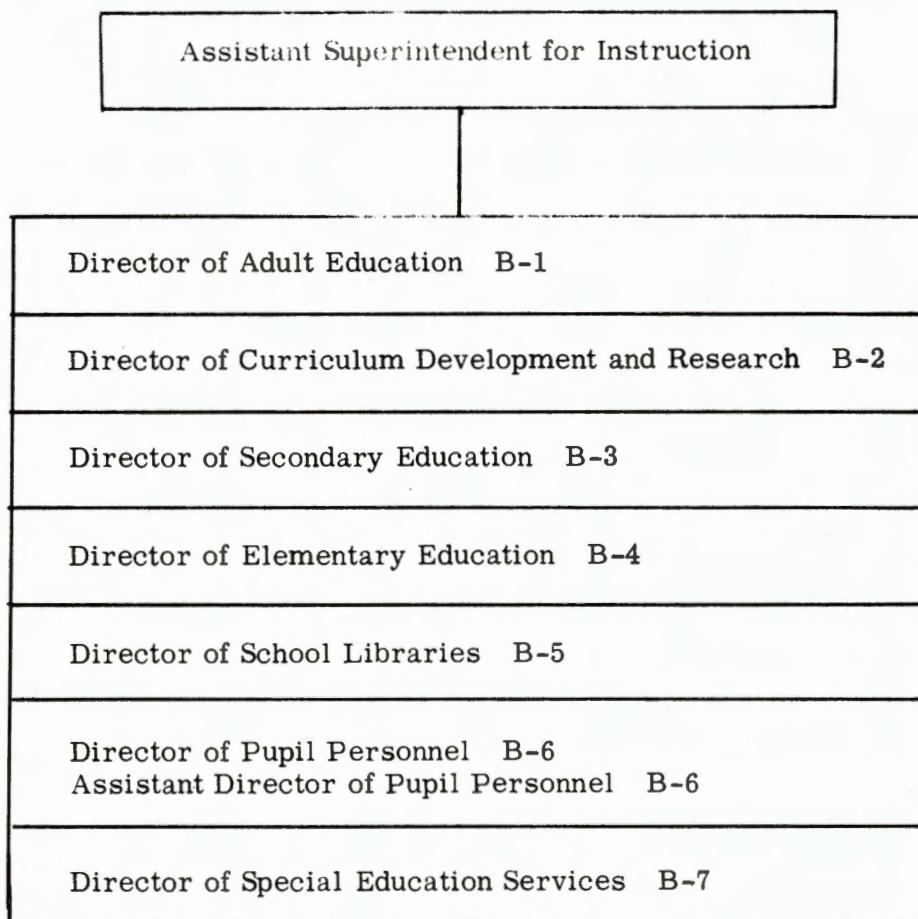


CHART B-1

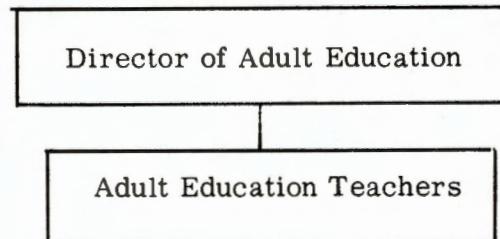


CHART B-2

Director of Curriculum Development and Research

Departmental Director of Art Instruction
Departmental Director of Family Life Education
Departmental Director of Homemaking Instruction
Departmental Director of Music Instruction
Departmental Director of Elementary Music Instruction
Departmental Director of Science Instruction
Departmental Director of Girls' and Elementary Health and Physical Education
Consultant in Boys' Health, Physical Education and Athletics
Consultant in Mathematics Instruction
Consultant in Vocational Education
Consultant in Language Arts Instruction
Consultant in Audio-Visual Aids
Consultant in Continuing Education B-8
Consultant in Research
Coordinator in Economic Education

Specialist Helping Teachers*

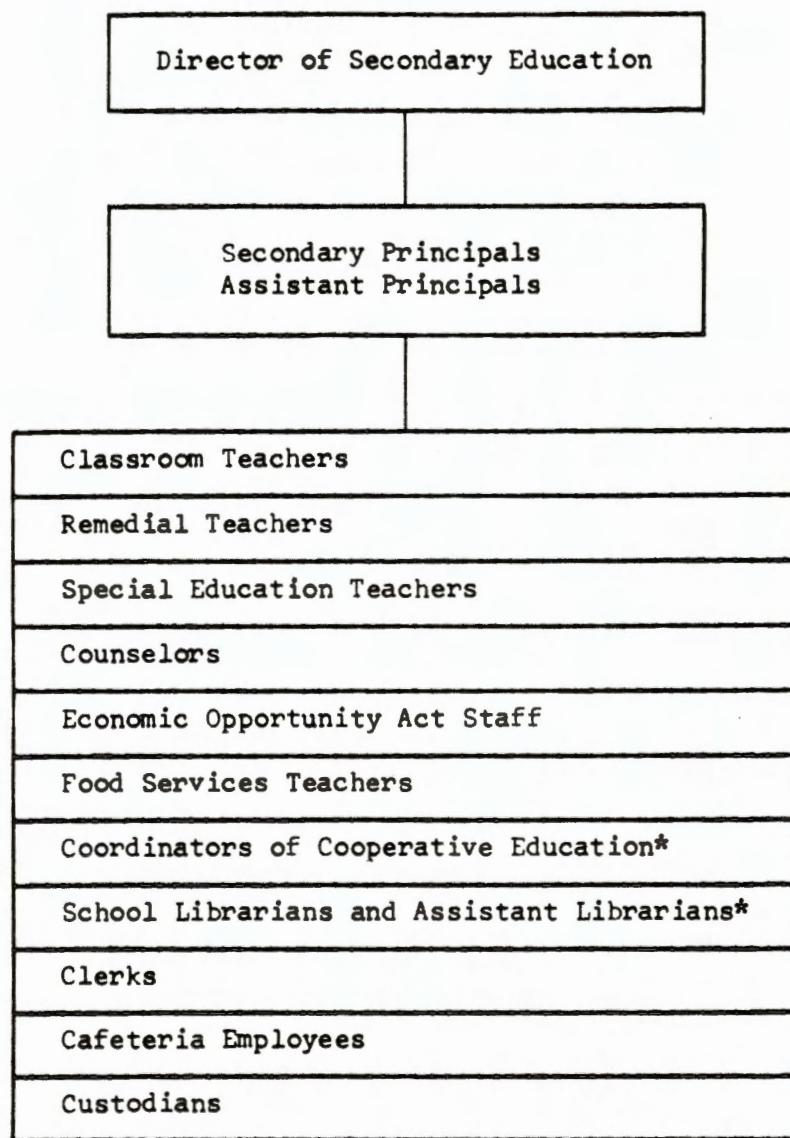
Coordinator Audio-Visual and Television

Coordinators of Cooperative Education*

*Listed on two charts to indicate relationship to directors/consultants and to building principals.

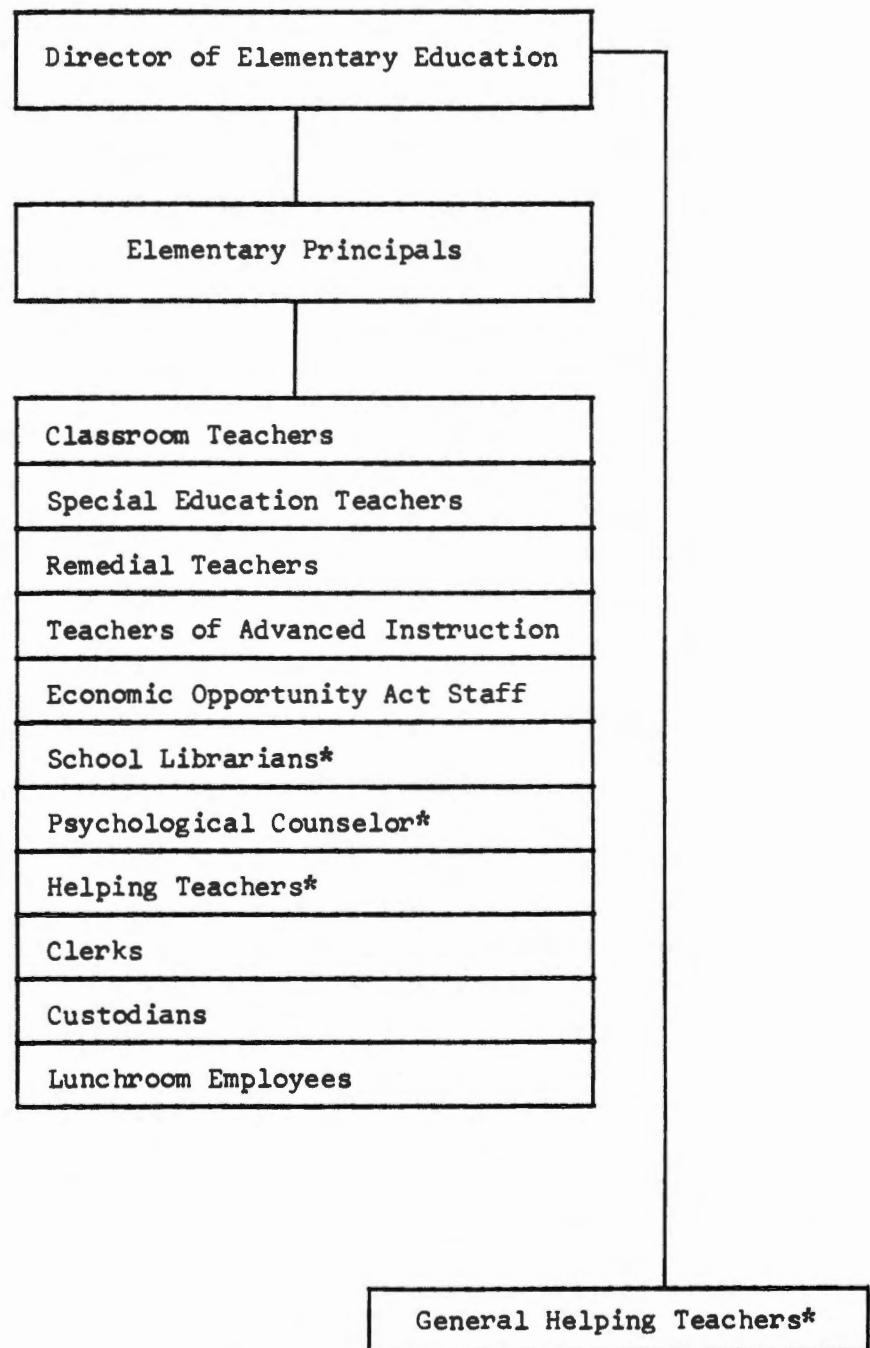
Note: DEPARTMENTAL DIRECTOR and CONSULTANT are comparable titles. CONSULTANT is the new name which will eventually supersede the title DEPARTMENTAL DIRECTOR.

Chart B-3



*Listed on two charts to indicate relationship to directors/consultants and to building principals.

Chart B-4



*Listed on two charts to indicate relationship to directors/consultants and to building principals.

Chart B-5

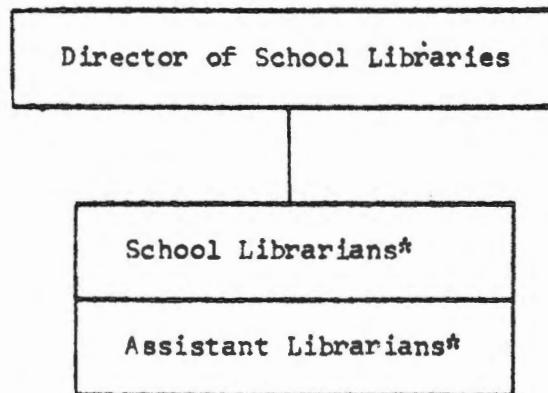
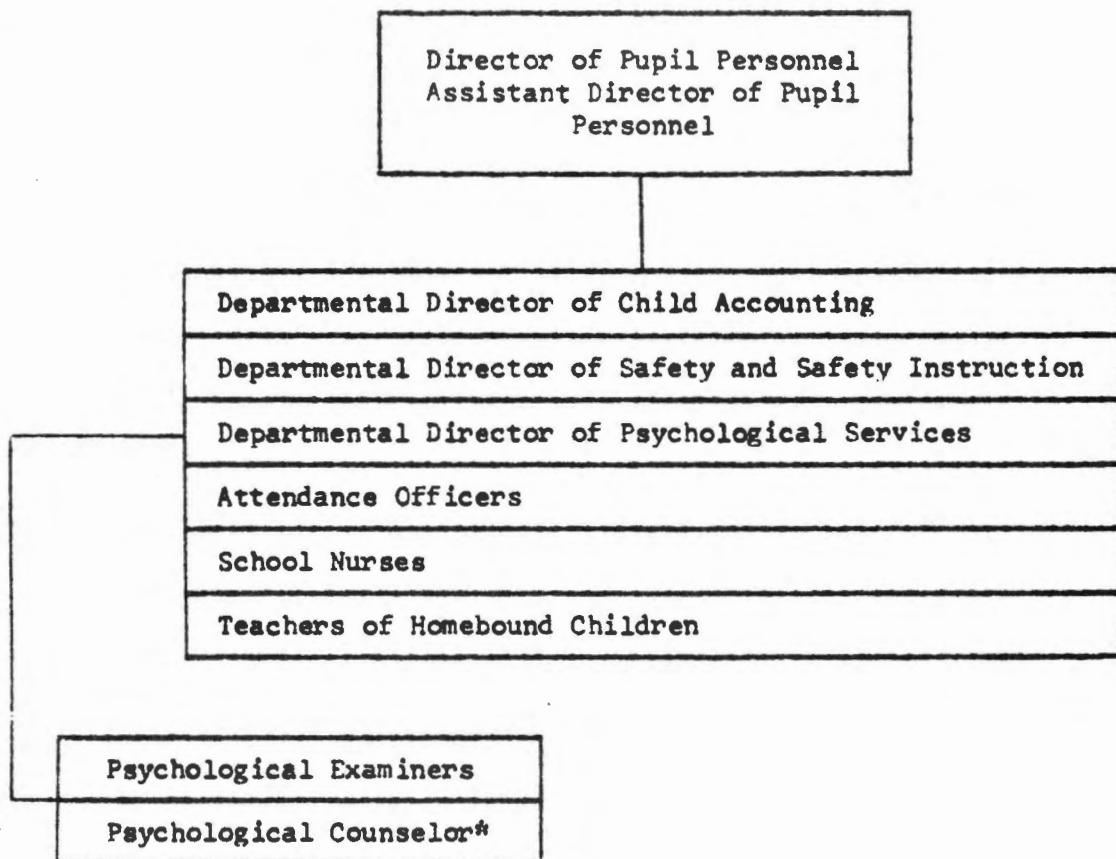


Chart B-6



*Listed on two charts to indicate relationship to directors/consultants and to building principals.

Chart B-7

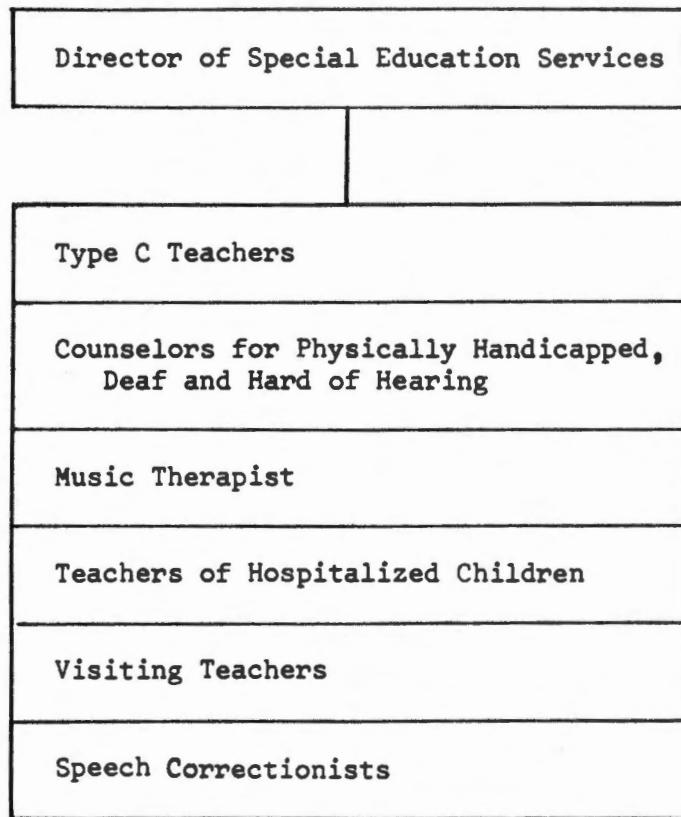


Chart B-8

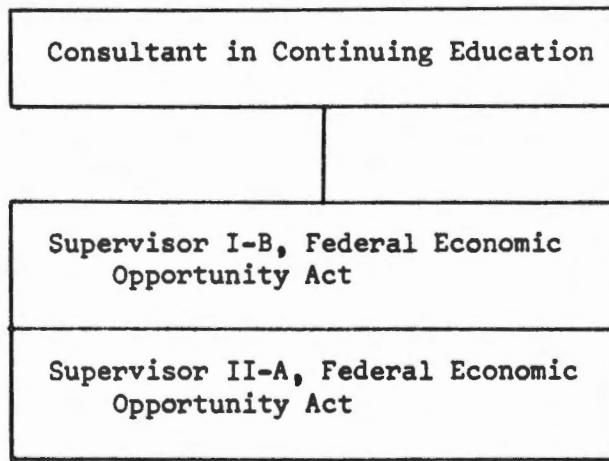


Chart C

Division of Public Library

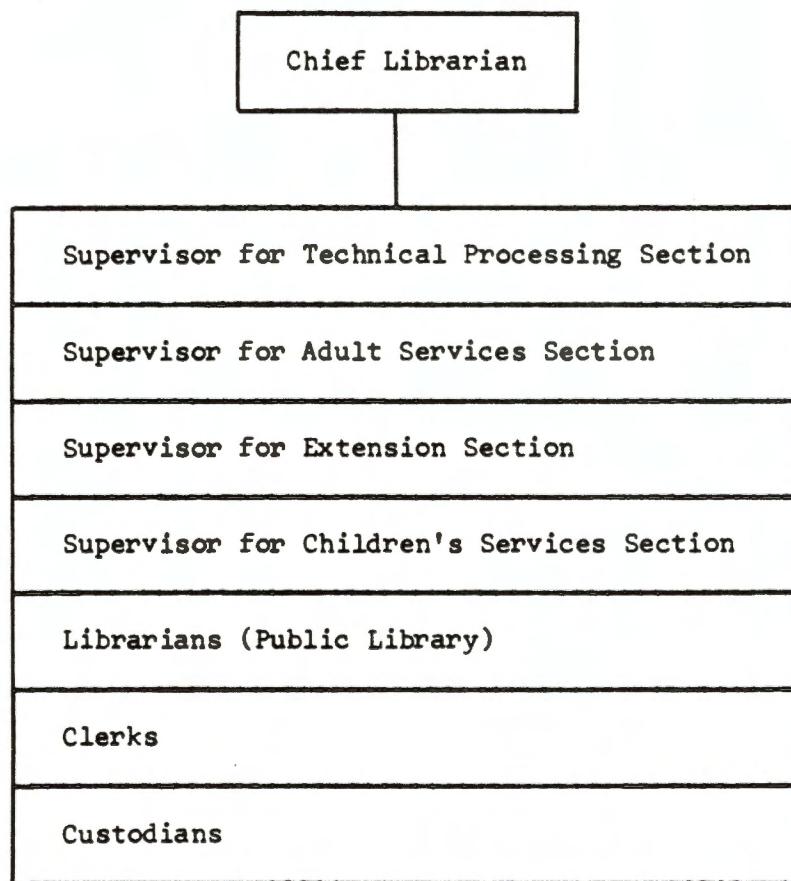
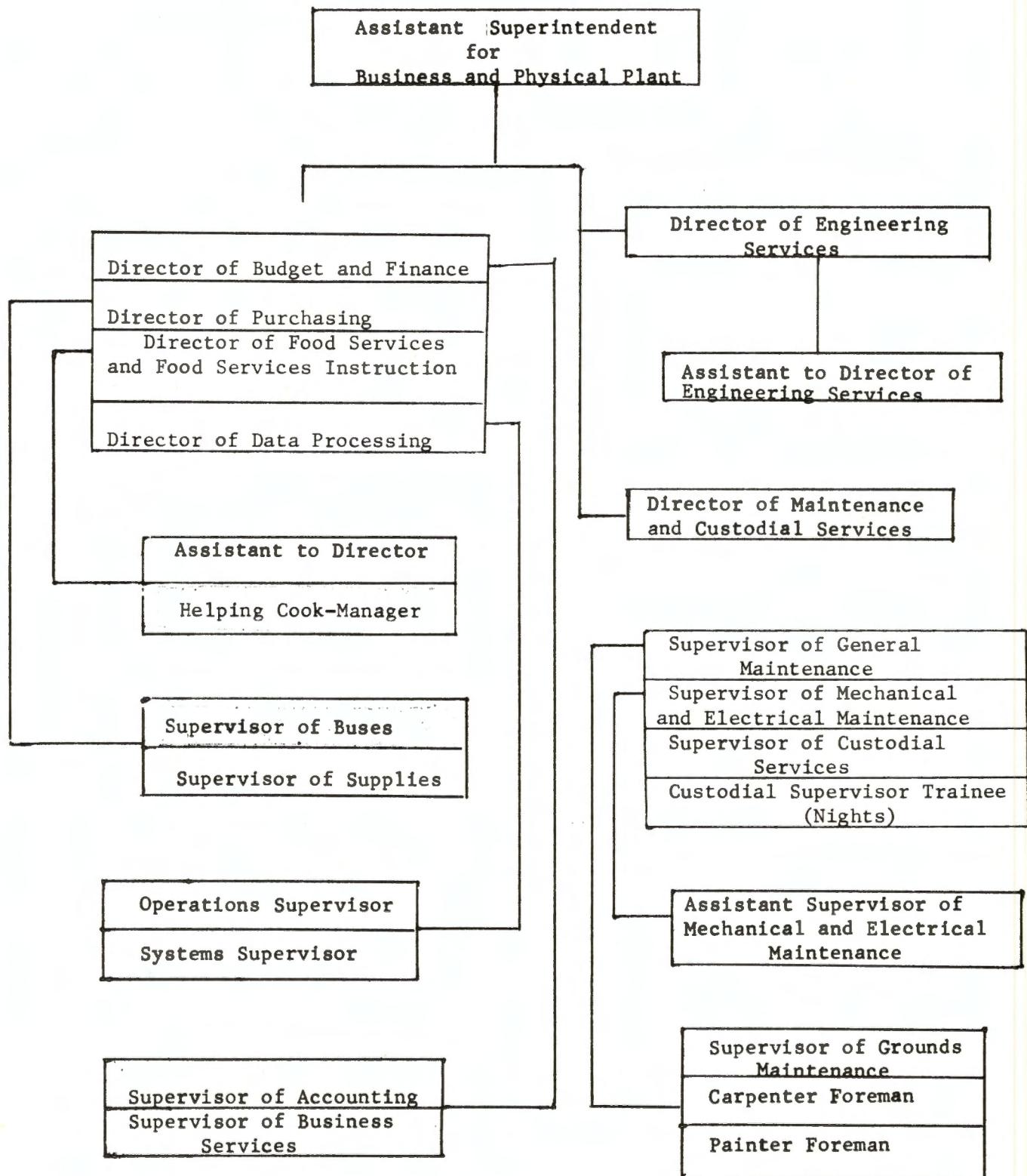


Chart D

Division of Business and Physical Plant



ADMINISTRATIVE ASSIGNMENTS

1962

NAME	ASSIGNMENT	FORMER POSITION
Forrest G. Averill Gary Fisher	Supt. of Schools Prin., Pattengill	Deputy Superintendent Teacher, Walter French
Ronald Hohenstein	Ass't. Prin., Walter French	Teacher, Walter French
Marvin Kaplan John Marrs Russell Schneider Ruth Shapton	Dir., Psychological Svrs. Adm. Ass't. Info. Svrs. Adm. Ass't. Adm. Svrs. Prin., Kendon Elem.	Diagnostician Dir., Special Svrs. Dir., Secondary Inst. Teacher, Kendon Elem.
Ray Smith Ronald Turner	Ass't. Personnel Dir. Dir., Data Processing	Prin., Pattengill Teachers' Retirement

1963

NAME	ASSIGNMENT	FORMER POSITION
George Anderson	Prin., Michigan Avenue	Teacher, Main St. Elem.
Ronald Bachmann Ford Caesar Edith DeRose Verna Hepner Laurene Horizzny Don Johnson	Dir., Main. & Cust. Svrs. Prin., High Street Ass't. Prin., West Junior Ass't. Prin., Pattengill Prin., Fairview Prin., Eastern	Ass't. Director Prin., Kalamazoo Counselor, West Jr. Counselor, Pattengill Helping Teacher Ass't. Dir., Pupil Pers.
Russell Maples Barbara Marsh F. D. McCaskey Ben McComb Avis Penner Frank Rogers Granella Smith Edward Spink Leslie Steen, Jr.	Dir., Voc. Education Prin., Grand River Ass't. Prin., Dwight Rich Prin., Kalamazoo Street Prin., Cedar Street Consultant in Mathematics Ass't. Prin., Dwight Rich Prin., Pleasant Grove Consultant A.V. Aids	Ind. Arts Teacher Prin., Cedar St. Ass't. Prin., Otto Teacher, Fairview Helping Teacher Teacher, Everett High Ass't. Prin., West Jr. Prin., Michigan Ave. Teacher, Walter French
Florence Teddy William Webb	Prin., Walnut Street Dir., Pupil Personnel	Teacher, Walnut Street Prin., Pleasant Grove

1964

NAME	ASSIGNMENT	FORMER POSITION
Anna Brewer	Prin., Maplewood Elem.	Consultant in Research

ADMINISTRATIVE ASSIGNMENTS (Cont.)

1963

NAME	ASSIGNMENT	FORMER POSITION
Evelyn Clark	Prin., Oak Park	Helping Teacher
Jack Griffin	Supervisor N.Y.C.	P.E.P. Coordinator
C. James Kernen	Consultant Continuing Ed.	Teacher, Otto
Clayton Kowalk	Consultant Boys Health, Phy. Ed., & Athletics	
William R. Manning	Supt. of Schools	Teacher, Sexton
Ina Norrback	Prin., Moores Park	Supt. Petaluma, Calif.
Helen Olk	Prin., Holmes Street	Prin., Oak Park
Hazel Turner	Supervisor Community Action	Helping Teacher
Robert Walker	Ass't. Supt. Bus. & Phy. Plant	Teacher, West Jr.
		Business Manager

1965

NAME	ASSIGNMENT	FORMER POSITION
Calvin Anderson	Prin., West Junior	Ass't. Prin., West Jr.
Charles Baldwin	Consultant Language Arts	Teacher, Otto
Glenn Burgett	Prin., Dwight Rich	Prin., West Jr.
Robert Chamberlain	Ass't. Supt. Instruction	Dir., Secondary Educ.
Eleanor Doersam	Ass't. Prin., Eastern	Teacher, Eastern
Robert Gutshall	Counselor Phys. Handicapped	
Marquerite Hertel	Prin., Atwood	Special Education
Olivia Letts	Prin., Post Oak	Prin., Community
Robert Lott	Dir., Secondary Educ.	Prin., Lincoln
Gerald Marquardt	Prin., Genesee Street	Prin., Dwight Rich
Dale Metts	Ass't. Prin., West Jr.	Teacher, Genesee
Donald Orthner	Ass't. Dir., Pupil Personnel	Teacher, West Jr.
Stephen A. Partington	Deputy Superintendent	Counselor, Dwight Rich
Donald Pickard	Ass't. Prin., Pattengill	Ass't. Supt. of Schools
Edward Remick	Consultant in Research	Teacher, Pattengill
Frances Sauber	Prin., Reo Road	Teacher, Otto
Herbert Sheathelm	Consultant School-Plant Plg.	Prin., Holmes St.
David Smith	Consultant Economic Educ.	Administrative Intern
Detmer Smith	Supervisor of Business Srvs.	Teacher, Dwight Rich
Frank Throop	Prin., Walter French	
		Accountant
		Ass't. Prin., Pattengill

SCHOOL FINANCES--BUDGET

Section III

Financing local schools in the years ahead is a pressing intergovernmental and public finance problem. Needs of local schools are increasing rapidly and will continue to outstrip their resources. Increasingly, localities have been looking to nonproperty taxes as a source of revenue to fill this expanding gap, nevertheless the bulk of local tax revenue is still (and will probably continue to be) derived from the property tax.

Efforts since World War II to develop nonproperty tax sources have had a significant cumulative impact on the tax revenues of the large urban jurisdictions, but their effect on aggregate local revenues has not been striking. In spite of a substantial increase in local taxes and continued searching for new forms of revenues, the great bulk of locally levied tax revenues comes from the same source as a half century ago.

A flurry of action occurred in the local income tax field in 1964 and 1965. The Michigan legislature enacted a bill which provided uniform standards which must be followed by any city wishing to adopt a local income tax. It authorizes cities to tax net income of individuals and business one percent with the limit for non-residence being one-half percent. At present the City of Lansing is reviewing the possibilities of new tax sources, one of which is the local income tax levy.

The implications for school district tax levies may well be decided by the Lansing Tax Study Committee. Reports and findings should be available to the public during the latter part of 1966.

SCHOOL BUDGET

The school budget is the instrument through which the people of the local school community determine the educational program and the amount of revenue they will provide in support of it. School budgets are usually made for the school fiscal year beginning July 1 and ending June 30. The budgetary process of forecasting the necessary receipts and expenditures involves a systematic and careful study of educational needs and the means to procure required revenue for specific items and areas of the approved educational program. Effective school budgeting also includes the presentation, consideration and appraisal, adoption, and administration of the budget.

Once the educational plan has been determined, estimates of costs can be prepared. It is wise to consider alternative budget costs based on qualitative levels of the educational programs and priorities established by budget planners. The budgetary process is a continuous operation, and a continual log should be kept from the adoption of one budget to the preparation of the next, showing an

SCHOOL FINANCES--BUDGET (Cont.)

evaluation of the educational program, analyses of unit costs, pupil population growth, and other statistical data. Since the school budget concerns the operation and maintenance of one of the people's social institutions, citizens should be given adequate opportunity to share with the professional staff and the Board of Education in the budget-making and educational planning process. The budget that is understood and respected by the people in the community usually receives favorable attention. It is perhaps for this reason that laws were enacted making it mandatory that school districts must each year hold a public hearing on the budget.

ADMINISTRATIVE ASSIGNMENTS (Cont.)

1966

NAME	ASSIGNMENT	FORMER POSITION
Harry Butler	Supervisor Title I	Special Education
Vern Chapman	Prin., Otto	Ass't. Prin., Otto
Robert Hecksel	Ass't. Prin., Otto	Counselor, Dwight Rich
Joseph Kimbrough	Chief Librarian, Public Libraries	Dir. Public Libraries

ADMINISTRATIVE PERSONNEL ACQUIRED THROUGH ANNEXATION

NAME	ASSIGNMENT	YEAR
Mr. James Swift	Principal of Valley Farms (Former Superintendent of that District)	1965
Mr. Stanton Scarborough	Principal of Forest Road--Forest View (Former Superintendent of that District)	1963
Mr. Wilber Bockstahler	Principal of Harley Franks	1965
Mrs. Lola Harmon	Principal of Gunnisonville	1965
Mrs. Helen Horton	Teaching Principal of Hurd	1965
Mr. Harley Franks	Principal of Maple Grove (Former Superintendent of that District)	1965
Mr. Gus E. Organek	Principal of Sheridan Road (Former Superintendent of that District)	1965

ANALYSIS OF VALUATION AND TAX RATES

	<u>1962-3</u>	<u>1963-4</u>	<u>1964-5</u>	<u>1965-6</u>
Assessed Valuation	\$300,302,825	\$308,941,741	\$329,670,064	\$354,079,463
Equalized Valuation	407,636,601	420,561,191	431,627,624	456,891,131
*S.E.V. Factor	1.324	1.334	1.228	1.269
No. of Pupils	27,556	28,426	29,258	30,847
S.E.V. Per Pupil	14,793	14,795	14,752	14,600
**Oper. Tax Rate	15.236	20.700	20.700	20.512
Bldg. Tax Rate	4.395	3.000	3.000	2.891 (50,000 for Community College)
Total Tax Levy	7,982,902	9,947,773	10,144,112	10,646,934
Tax Per Pupil	289.69	349.95	346.71	345.15 (Local Tax Money)
State Aid Per Pupil	166.79	166.71	180.80	199.83

All figures shown are as of the 4th Friday of school

* City Portion of School District only--varies by taxing unit.

** City Portion of School District (based on S.E.V.)

LANSING SCHOOL DISTRICT
FINANCIAL AND STATISTICAL DATA
1962-63

<u>VALUATION</u>	
Assessed	\$300,302.825
County Equalized	407,251.572
State Equalized	407,636.601
<u>EQUALIZED OVER ASSESSED FACTOR</u>	
City of Lansing	1.32452
Entire School District	1.35742

<u>MEMBERSHIP</u>	
No. of Students	Per Cent
Elementary	16,085
Junior High	5,802
Senior High	5,669
Total	27,556

<u>VALUATION PER STUDENT</u>	
Resident Students Only	\$15,610
All Students	14,793

<u>TUITION PUPILS, K-12</u>	
Students	Rate
Elementary	28 \$295.49
Secondary	1295 313.67
Total Regular Students	1323
Sp. Ed. Students	120 **
Total Non-Resident Students	1443

<u>TAXES LEVIED</u>			
Fund	*Mills	*Mills	Dollars
Operating	20.30	15.236	6,191,339.
B.G. & S.	5.85	4.395	1,791,563.
Debt	.45	.335	136,558.
Total	26.60	19.966	8,119,460

*Rates for City of Lansing only.

<u>BUDGETED REVENUE</u>		
Source	Dollars	Percent
Prop. Taxes	6,179,500	47.57
State Aid	5,279,000	40.64
Tuition	773,500	5.95
Other	401,000	3.09
Operating Bal.	356,900	2.75
Total	12,989,900	100.00

<u>BUDGETED EXPENDITURES</u>		
Classifications	Dollars	Percent
Administration	424,000	3.26
Instruction	9,118,400	70.20
Operation	1,486,600	11.44
Maintenance	557,200	4.29
Fixed Costs	64,500	.50
Auxiliary Serv.	1,167,600	8.99
Capital Outlay	171,600	1.32
Total	12,989,900	100.00

LANSING SCHOOL DISTRICT
FINANCIAL AND STATISTICAL DATA
1963-64

<u>VALUATION</u>		<u>MEMBERSHIP</u>
		No. of Students
		Per Cent
Assessed	\$308,941,741	
State Equalized	420,561,191	
<u>EQUALIZED OVER ASSESSED FACTOR</u>		
City of Lansing	1.3343	Elementary 16,617 58.5
Entire School District	1.3614	Junior High 6,029.5 21.2
		Senior High 5,780 20.3
		Total 28,426.5 100.00

<u>VALUATION PER STUDENT</u>	
Resident Students Only	\$15,347
All Students	14,795

<u>TUITION PUPILS, K-12</u>		
	<u>Students</u>	<u>Rate</u>
Elementary	0	\$292.80
Secondary	906.5	310.89
Total Regular	906.5	
Spec. Education	116.0	**
Grand Total	1,022.5	

<u>TAXES LEVIED</u>			
Fund	*Mills Ass'd	*Mills Equal.	Dollars
Operating	27.75	20.70	8,687,000
Building	4.02	3.00	1,261,684
Debt	.46	.33	138,694
Total	32.23	24.03	10,087,378

*Rates for City of Lansing only.

<u>BUDGETED REVENUE</u>		
Source	Dollars	Percent
Prop. Taxes	8,682,300	55.4
State Aid	5,827,700	37.2
County Sources	308,000	1.9
Tuition	721,100	4.6
Other	138,000	.9
Total	15,667,100	100.00

<u>BUDGETED EXPENDITURES</u>		
Classifications	Dollars	Percent
Instruction	11,217,600	74.7
Administration	411,400	2.8
Operation	1,655,100	11.0
Maintenance	678,000	4.5
Transportation	169,300	1.1
Fixed Costs	110,300	.7
Capital Outlay	267,600	1.8
Community Serv.	401,200	2.7
Other	107,600	.7
Total	15,018,100	100.00

LANSING SCHOOL DISTRICT
FINANCIAL AND STATISTICAL DATA
1964-65

<u>VALUATION</u>	
Assessed	\$329,670,064
State Equalized	431,627,624
<u>EQUALIZED OVER ASSESSED FACTOR</u>	
City of Lansing	1.2876
Entire School District	1.3093

<u>MEMBERSHIP</u>		
	No. of Students	Per Cent
Elementary	17,013.4	58.1
Junior High	6,309.0	21.6
Senior High	5,936.0	20.3
Total	<u>29,258.4</u>	<u>100.0</u>

<u>VALUATION PER STUDENT</u>	
Resident Students only	\$15,360
All Students	14,752

<u>TUITION PUPILS, K-12</u>		
	<u>Students</u>	<u>Rate</u>
Elementary	49	\$333.06
Secondary	952	353.00
Total	<u>1,001</u>	
Spec. Education	157	
Gr. Total	<u>1,158</u>	
<u>STATE AID FORMULA</u>		
	1963-64	1964-65
Membership Allow.	\$224.00	\$236.50
Deductible Mills	3.875	4.25

*Rates for City of Lansing portion.

<u>BUDGETED REVENUE</u>		
Source	Dollars	Percent
Prop. Taxes	8,860,700	54.9
State Sources	6,050,800	37.5
County Sources	295,000	1.8
Tuition	736,300	4.6
Other	200,300	1.2
Total	<u>16,143,100</u>	<u>100.00</u>

<u>BUDGETED EXPENDITURES</u>		
Classifications	Dollars	Percent
Instruction	12,390,100	74.9
Administration	478,900	2.9
Operation	1,720,900	10.4
Maintenance	702,400	4.3
Transportation	190,200	1.2
Fixed Costs	146,600	.9
Capital Outlay	287,700	1.7
Community Service	501,600	3.0
Other	121,900	.7
Total	<u>16,540,300</u>	<u>100.00</u>

LANSING SCHOOL DISTRICT
FINANCIAL AND STATISTICAL DATA
1965-66

<u>VALUATION</u>	
Assessed	\$346,703,200
State Equalized	450,499,800
<u>EQUALIZED OVER ASSESSED FACTOR</u>	
City of Lansing	1.2687
Entire School District	1.2994

<u>MEMBERSHIP</u>		
	No. of Students	Per Cent
Elementary	17,772	58.4
Junior High	6,501	21.3
Senior High	6,177	20.3
Total	30,450	100.00

<u>VALUATION PER STUDENT</u>	
Resident Students only	\$15,074
All Students	14,795

<u>TAXES LEVIED</u>			
	*Mills	*Mills	Dollars
Fund	Ass'd	Equal.	
Operating	26.73	20.412	9,195,600
Building	3.90	3.000	1,351,500
Debt	.40	.304	137,000
Tot. School	31.03	23.716	10,684,100
City	17.95		
L.C.C.	1.30		
County	9.51		
Gr. Total	59.79		

<u>BUDGETED REVENUE</u>		
Source	Dollars	Percent
Prop. Taxes	9,214,600	56.3
State Sources	6,329,900	38.7
County Sources	315,000	1.9
Tuition	333,300	2.0
Other	182,000	1.1
Total	16,347,800	100.00

<u>BUDGETED EXPENDITURES</u>		
Classification	Dollars	Percent
Instruction	12,917,100	73.5
Administration	611,700	3.5
Operation	1,809,700	10.3
Maintenance	779,700	4.4
Transportation	269,100	1.5
Fixed Costs	184,000	1.1
Capital Outlay	353,100	2.0
Community Serv.	563,500	3.2
Others	84,600	.5
Total	17,572,500	100.00

<u>TUITION PUPILS, K-12</u>		
	Students	Rate
Elementary	0	
Secondary	565	\$351.00
Spec. Education	150	
Total	715	

<u>PERSONNEL</u>	
	Percent of Budget
Teachers' Salaries	60.12
Total Salaries	85.00

<u>STATE AID FORMULA</u>		
	1964-65	1965-66
Membership Allow.	\$236.50	\$255.00
Deductible Mills	4.25	4.6

EDUCATIONAL LEGISLATION

Section IV

There has been a significant shift in the sources of power affecting the control and support of schools and universities, a shift characterized primarily by the vigorous entrance of the federal government into educational policy-making. It also involves important changes in those parts of the private sector of the economy which deals with education. This shift puts a new group in leading positions to make policy and certainly will affect the priorities set for educational reform. Already it has dramatically changed the climate of discussion and debate over the future of American education, including programs offered in Lansing schools.

It is impossible to anticipate some of the directions in which the system will move to adopt change, but it is possible to generalize about the process even as it is evolving. It appears rather clear from observations that one could draw some conclusions and predict some outcomes for the revolution.

First, the present political structure for effecting educational policy, from Washington to the smallest school district, already has been and will continue for some time to be unalterably changed by the new federal role.

Second, the process has been set in motion and cannot be reversed or returned to its former state. Those agencies which take up the goal of reversing the trend or of reinstating the old ways are doomed to fail both in that purpose and in taking a more dynamic and constructive role in the new order. However, some agencies--most probably some local boards and some professional organizations--will adopt reactionary goals.

Third, these changes are not inherently dangerous or bad; neither are they inherently good. They will be only as good or as bad as the persons and agencies involved make them. Education must meet new purposes and resolve many pressing issues; some change in structure and process is necessary to its doing so. The ultimate criterion for goodness or badness of any educational policy or of the system for making that policy will be found in the educational results for the pupils and not in the amount of discomfort or the degree of loss of power among members of the hierarchy.

Fourth, the changes have long-range implications for education. It does matter who or which agency writes guidelines or reviews proposals, because that person or that agency will be making educational policy. The changing politics of education must be studied and understood now if all parties are to have relatively equal voice in what the new structure will be.

Fifth, all agencies may be expected to attempt to strengthen their position. This in turn will accentuate the struggle as parties lower in the hierarchy strive to prevent loss of power. Probably the most common strategy for maintaining

EDUCATIONAL LEGISLATION (Cont.)

relative strength or for exercising more strength will be through unified action with other agencies or among similar agencies at the same level. Centralization, in other words, will be fought through centralization. Informal authority will be developed through unity and cooperation. The results could be very good, but it means a net decline in local prerogatives no matter what form the centralization takes. In most cases, one could predict that this means a net gain for education, with some individual and local losses being recorded.

Sixth, in those states in which there has been a history of strong state control, local districts will do little to counteract the shift of power. They will go along with whatever pattern develops because they are accustomed to having SED regulate their activities and because they lack experiences in the techniques for countering power. If power should shift to Washington, thereby decreasing the SED's power, we may find that local districts in states where SED's have been weak will become adept at the new politics. They may become more adept than their counterparts who presently rely upon the SED. The USOE would then find itself dealing directly with local officials in most states and with state officials in a few others.

Finally, the best strategy for all concerned will be to seize the initiative by establishing policy first. The only way for any of the agencies to gain preeminence would seem to be to demonstrate that decisions are best made at their level. That inevitably means that some decisions will ultimately reside at each level, since each can demonstrate proficiency in making some types of decisions. Undoubtedly, what will emerge if all parties compete equally in the political struggle, will be an educational system of contending giants--federal, state and local--which will check and balance one another as they work in wary partnership to advance education for all persons in mid-twentieth century America.

The Lansing School District has initiated several programs on a shared cost basis with the State and Federal Education Offices. The role of each participant has been rather nebulous, however, with the inclusion of evaluation factors, progress in the compensatory educational programs should note considerable achievement on the part of children involved. Several examples of educational programs which were promoted during the 1962-66 era are:

- *Head Start--Child Development
- *Neighborhood Youth Corps
- *Remedial Instruction
- *Upward Bound
- *Extended School Year

EDUCATIONAL ACTS OF THE 88TH CONGRESS:

- * HEALTH PROFESSIONS EDUCATIONAL ASSISTANCE ACT OF 1963 (PL88-129)--A \$236.4 million measure to help build medical and dental schools and to help students attend such institutions.
- * MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CONSTRUCTION ACT OF 1963 (PL88-164)--Provides matching funds for construction of community mental health centers, funds for the construction of research and treatment facilities, and funds for training teachers of mentally retarded and other handicapped children.
- * HIGHER EDUCATION FACILITIES ACT OF 1963 (PL88-204)--A \$1.2 billion program of grants and loans to public junior colleges and public technical institutes, and to public and nonpublic colleges and universities.
- * VOCATIONAL EDUCATION ACT OF 1963 (PL88-210)--Provides \$1.6 billion over next four years to update vocational training programs. Act also extended Impacted Areas Aid (PL81-815 and 874) to June 30, 1965, and extended and amended the National Defense Education Act.
- * MANPOWER DEVELOPMENT AND TRAINING ACT AMENDMENTS (PL88-214)--Act excuses states from sharing program expenses until June 30, 1965, and provides relocation grants and loans to unemployed workers. Act also provides for jobless youths.
- * LIBRARY SERVICES AND CONSTRUCTION ACT (PL88-269)--Authorizes \$135 million program for construction of public library facilities and provision of library services in large and small cities.
- * CIVIL RIGHTS ACT OF 1964 (PL88-352)--Provides for nondiscrimination in federally assisted programs (Title VI) and for technical assistance, grants, and training institutes to help communities prepare for school desegregation. (Title IV)
- * WAR ORPHANS' EDUCATIONAL ASSISTANCE ACT OF 1964 (PL88-361)--Extends application of Act to children of veterans who were totally or permanently disabled in the service.
- * JUVENILE DELINQUENCY AND YOUTH OFFENSES CONTROL ACT AMENDMENTS OF 1964 (PL88-368)--Extended Act to 1966. Also authorized study of relation of compulsory school attendance and child labor laws to delinquency and an anti-juvenile delinquency project for Washington, D. C.
- * ECONOMIC OPPORTUNITY ACT OF 1964 (PL88-452)--Education sections of the Act set up a "job corps" for unemployed youth, provide for community action programs to combat poverty, provide for work experience demonstration projects and for the setting up of Volunteers in Service to America modeled after the Peace Corps. A pre-school project is included in the community action program.

EDUCATIONAL ACTS OF THE 88TH CONGRESS: (Cont.)

- * NURSE TRAINING ACT OF 1964 (PL88-581)--Provides funds for construction of nursing facilities, for training programs, and for loan funds to students.
- * AMENDMENTS TO NDEA AND IMPACTED AREAS SCHOOL AID (PL88-665)--Extended NDEA three years. Provides for advanced training of teachers and aid in purchasing equipment for additional subject and specialist areas, and increased loan funds and fellowships. Extended the impacted areas program for one year and amended the act to include the District of Columbia.

A major accomplishment in the drive for federal aid to education was the passage of the Elementary and Secondary Education Act of 1965 (PL89-10) enacted by the 89th Congress. The act provides \$1.3 billion in funds for fiscal 1966--\$1.06 billion for educating children of low-income families; \$100 million for supplementary educational centers and services; \$21 million for strengthening the state departments of education; and \$45 million for expanding educational research and training under the Cooperative Research Act of 1954.

EDUCATIONAL ACTS OF THE 89th CONGRESS

The 89th Congress passed over 20 different bills which directly or indirectly affect the public schools. The following is a list of bills which provide direct help to the school curriculum. Many appropriations are still pending, however.

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (PL89-10)
Provides funds on a 100 percent basis; is distributed through the state; concentrates on poverty; has five titles, the first three of which make funds available to local school districts:

Title I--Low Income Families--Offers funds to school districts for special programs designed to meet the needs of educationally deprived children in attendance areas with high concentration of low income families.

Title II--Library Resources--Provides funds to states for school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in all public and private elementary and secondary schools.

Title III--Supplementary Education Centers--Makes funds available for supplementary education centers and services which relate research to practice. Known as PACE--Projects to Advance Creativity in Education--this title requires all possible cooperation with other educational and cultural interests in a designated area.

Title IV--Regional Projects--Grants funds to institutions of higher education and other non-profit organizations to undertake special projects designed to give support services to local schools in a particular region.

EDUCATIONAL ACTS OF THE 89TH CONGRESS (Cont.)

Title V--State Department--Appropriations to state departments of education to strengthen and improve their services to local schools by special projects.

THE NATIONAL DEFENSE EDUCATION ACT OF 1958 (PL85-864, amended 1963)--A matching-fund program encompassing many types of aid, not always cash, secured through state approval, has 11 titles:

Title I--Guidelines--Furnishes a guide to the general provisions of the act.

Title II--Student Loans--Serves as a guide to loan assistance for college students.

Title III--Equipment Grants--Provides for appropriations directed to strengthen instruction in the "critical subjects" of science, mathematics, history, civics, geography, modern foreign languages, English, and reading.

Title IV--Graduate Fellowships--Endeavors to help colleges meet the need for increasing numbers of teachers.

Title V (a)--Guidance and Counseling--Provides for matching grants to increase guidance and testing services for all elementary and secondary students.

Title V (b)--Guidance Training--Provides aids for guidance personnel, including dependent allowance for attending institutes or setting up training sessions.

Title VI--Foreign Languages--Supports training for college language teachers.

Title VII--New Educational Media--Authorizes grants-in-aid for experimentation and development of new media, especially audio-visual aids.

Title VIII--Vocational--Has been replaced by Vocational Education Act of 1963.

Title IX--Science Information--Allows the National Science Foundation to establish a general science information service.

Title X--Statistics--Grants aid to state agencies to improve statistical services.

Title XI--Teacher Training Institutes--Provides grants for school administrators and higher education institutions to set up training courses, including stipends for teachers enrolled in such programs.

LIBRARY SERVICES AND CONSTRUCTION ACT OF 1964 (PL88-269)--Gives assistance to libraries that serve free all residents of a community, district, or region without discrimination, and receives its financial support in whole or in part from public funds. Service or act is emphasizing cooperation between public libraries and schools to avoid duplication of services and provide services not now available; funds are on a state matching basis, and aid is not limited to printed material, but includes audio-visual and other media.

EDUCATIONAL ACTS OF THE 89TH CONGRESS (Cont.)

AID TO FEDERALLY IMPACTED AREAS

Public Law 874--Current Expenses--Contributes to current operating expenses of a school district based on the average daily attendance of pupils who reside on federal property and/or whose parents are employed on federal projects; restricted according to percentage of these pupils to total enrollment.

Public Law 815--Construction Grants--Provides local school districts with funds to construct schools when there is evidence indicating that federally affected children will be unhoused unless additional facilities are constructed; also restricted according to percentage of total enrollment affected.

EDUCATIONAL TELEVISION (PL87-447)--Provides matching grants for modification, acquisition or construction of educational television facilities under the Federal Communications Act; total amount of grant payments for construction within any state limited to \$1 million over a five-year period ending June 30, 1968.

VOCATIONAL EDUCATION ACT OF 1963 (Part A of Public Law 88-210)--Makes possible comprehensive vocational education programs at the secondary school level; is allocated to states on proportionate population in various age groups; is dependent on a state plan; is restricted by availability of state and local matching funds.

Allotments may be used for these basic purposes: high school programs; program for high school graduates, dropouts and handicapped; construction of area vocational facilities; and other services such as teacher training and administration.

MANPOWER DEVELOPMENT AND TRAINING ACT OF 1961--Offers financial aid in training youth 16 years of age or older, including dropouts; calls for cooperation between local school officials and the Bureau of Employment Security, the U. S. Office of Education and the Manpower Administration.

AREA REDEVELOPMENT ACT OF 1961--Gives assistance based on overall economic development programs prepared by community groups; is concerned primarily with training or retraining of unemployed or underemployed workers.

CIVIL RIGHTS ACT OF 1964 (PL88-352)--Either aids school districts involved in desegregating facilities or withdraws federal funds from districts which practice discrimination.

ECONOMIC OPPORTUNITY ACT OF 1964 (PL88-452)--Known as the War on Poverty, this act has already had a major impact in the Head Start, Youth Corps, Catch Up, Job Corps and Work-Training programs. The only requirement for a project under this act is that it mobilize the resources of the community to combat poverty.

EDUCATIONAL ACTS OF THE 89TH CONGRESS (Cont.)

RESEARCH AND DEVELOPMENT GRANTS (Various Public Laws)--Numerous federal agencies are authorized to award grants for research, development and demonstration projects. Projects should be keyed to improvement of existing conditions through research. The grants are authorized under a number of public laws such as 87-274, entitled The Juvenile Delinquency and Youth Offenses Control Act of 1961, or 88-164, The Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963.

THE INTERNATIONAL EDUCATION ACT OF 1966

The administration's number one legislative priority for 1966 was a national education act to provide incentive grants and other means to improve the quality, quantity, and availability of education on all levels within the United States. It is now proposed to add a world dimension to these undertakings. Each of the many departments and agencies of government has been directed by President Johnson to enlarge and improve the many international programs authorized under previous legislation. Furthermore, the President has asked Congress to legislate a wide variety of new agencies, programs, and activities. And beyond all this, a more vigorous interest in any support of UNESCO and other multi-lateral international agencies of education is to be made national policy.

A special task force was created to review a huge number of old and new thrusts and dimensions in international education. Four large categories of concern were staked out and within each a minimum program was outlined, a program thought to be of immediate concern and at the same time of long-range potential. Some very important programs and activities were omitted. This did not mean that the task force considered them to be of no value. Only key emphases were selected for a beginning; it was agreed that a much more ambitious program would have to be evolved in the years ahead.

On February 2, 1966, the President summarized recommendations of the task force in a message to Congress and called upon that body to add a world dimension to our educational efforts. He recommended that new purpose and new power be given in four areas:

1. New directions and capabilities for international education.
2. More extensive and intensive student teacher exchanges.
3. Professional programs to train personnel to direct and operate the educational responsibilities of such agencies as AID.
4. Encouragement of innovations in international education programs for building international understanding.

COLLECTIVE NEGOTIATIONS FOR TEACHERS

The dramatic changes that have taken place recently in the National Education Association and in the American Federation of Teachers clearly indicate that some form of collective negotiations will be widely used in future years to determine the salaries and conditions of employment of public school teachers. One method used by these organizations to accelerate development of collective negotiations is sponsorship of state legislation requiring local school boards to negotiate with the designated teacher representatives.

Michigan Public Act 379, which is a series of amendments to the Hutchinson Act passed in 1947, was signed into law by Governor Romney on July 23, 1965. This act applied not only to public school teachers but to all public employees. A bill granting separate representation rights to teachers, sponsored by the Michigan Education Association, was defeated by the House Labor Committee. Once the bill now in effect was introduced, it was supported by the Michigan Federation of Teachers and the Michigan Education Association.

The Act recognizes the right of public employees to organize; protects the right against unlawful interference, coercion, or intimidation; authorizes the Michigan Labor Mediation Board to conduct negotiations on "rate of pay, wages, hours of employment or other conditions of employment"; and establishes unfair labor practices. Strike prohibitions from the Hutchinson Act are continued, but public employers are no longer required to invoke its unworkable, harsh penalties on strikers, which included firing, fines, and jail terms.

The Labor Mediation Board is authorized to determine appropriate units of representation, investigate unfair labor practices, issue cease and desist orders, and provide mediation services when an impasse arises. Fact-finding with non-binding recommendations is the terminal point of the impasse procedure. The Labor Mediation Board has appointed two new members who are experienced in public education to mediate any disputes arising between school boards and teacher organizations.

A written agreement, including all agreements reached in negotiations, is required if requested by either party. Such an agreement can serve as a bar to future representation elections for a period of up to three years. Even if no agreement is signed, the law prohibits more than one representation election in any twelve-month period.

The Lansing School District entered into an agreement with the custodial and maintenance union on June 29, 1966 and with the secretarial unit on July 1, 1966. At the time of this writing, the teachers' organization has become involved in contract negotiations.

INSTRUCTIONAL PROGRAM

Section V

The Lansing program for instructional improvement is based on the assumption that the curriculum of a school cannot be static; it must be responsive to the changing local, state, and national needs. An ongoing program which embodies this philosophy must be organized to permit the widest possible participation. Active involvement of the entire professional staff in planning of improvements and programs which they are expected to carry out is essential to a dynamic program of curriculum improvement. The Lansing program has been structured to secure teacher participation and system-wide coordination through several types of committees which are summarized below.

A. BUILDING CURRICULUM AND INSTRUCTION COMMITTEES. Through building committees it is possible to give recognition to the views and recommendations of classroom teachers by channeling these suggestions to the appropriate city curriculum committee. Leadership in motivating the building committees originates with the building principal. The principal is in a key position to cooperate in the initial stages and can point out practical difficulties of administration if the need arises. All buildings in the Lansing system have local committees functioning, many with parent representation. Remarks concerning individual school programs have been reported in detail in the annual reports submitted by the principals to the Superintendent of Schools.

B. CENTRAL CURRICULUM COMMITTEES. System-wide curriculum committees involving active participation of more than 350 teachers were held regularly throughout the 1962-66 period. These committees included social studies and citizenship, mathematics, science, English, language arts, business education, foreign languages, outdoor education, home economics, special education, physical education, art, vocational education, music, safety, commercial foods, and various committees associated with federal programs such as the Economic Opportunity Act and university and foundation subsidized programs. Most of the curriculum committees were steering committees organized on a vertical plan with members being selected on a city-wide basis and representing grades K-12. The committee membership included teachers, librarians, principals, counselors, directors, consultants, with lay representation on some of the committees. The committees met regularly each month with most of the meetings being held in the Curriculum Laboratory or in room 301 in the Cedar-Holmes building. It was the responsibility of these committees to evaluate the course of study and basic teaching materials and to instigate programs for improving the curriculum.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD.

Ungraded Primary--expanded to 17 schools.

Experimental reading programs, including the Joplin Plan and individualized reading, and remedial programs for the secondary schools.

Madison Plan in elementary mathematics.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD (Cont.)

SMSG in grades 4 and 5 in selected schools.
SMSG in junior and senior high schools.
Modified mathematics programs in junior and senior high schools.
Modified English programs in junior and senior high schools.
Modified social studies programs in junior and senior high schools.
Modified science programs in junior and senior high schools.
Elementary first grade economics in seven elementary schools.
Elementary fourth grade economics in 12 elementary schools.
Elementary fifth grade economics in 39 elementary schools.
Aurol-oral adoptions for French, Spanish, German, and Russian, effective in all secondary schools.
Experimental sociology classes in 1963, 1964, and 1965 summer sessions with inclusion in regular curriculum in January 1966.
Experimental classes in depth teaching of Southeast Asia and emerging nations of Africa in junior and senior high schools.
Experimental teaching units in anthropology in junior and senior high schools.
Experimental classes in the humanities in junior and senior high schools.
Expansion of team teaching in elementary, junior and senior high schools.
Use of closed circuit television at Everett High School.
Use of lay readers in junior and senior high schools.
Use of college "informants" in secondary foreign languages and selected social studies classes.
Use of programmed materials in selected elementary and secondary classes (mathematics and English).
Use of student "aids" in selected elementary classes.
Data processing survey course in each senior high school.
Great Books elective course at C. W. Otto Junior High School.
Senior government seminar at Everett High School.
Growth and development program for boys and girls in the later elementary and junior high school.
Pre-employment programs in junior and senior high schools.
Programs for culturally-different students in designated disadvantaged communities.
Modern living course for potential school drop-outs at Eastern High School.
Vocational food service program.
Service station attendant course.
Grooming and appearance units in junior high home economics for students from disadvantaged areas.

Detailed reports concerning innovations and experimental pilot curricular programs have been covered in the monthly staff reports and in the annual reports from principals, directors, and consultants. All new programs have involved cooperative planning through the Division of Curriculum and the Divisions of Elementary and Secondary Education.

There is agreement that we must have a orderly means for deleting out-worn educational practices. Since we live in an era where change has become a

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD (Cont.)

constant, we cannot depend on a single, crash program or innovation. We need a system designed to accomplish its own continuous renewal through a constant process of experimentation and innovation. For this reason we are pleased that the Lansing Board of Education has approached the appointment of a Consultant in Research. In the future this office will work closely with the Division of Curriculum in the evaluation of curricular innovations and in studies of traditional programs.

CURRICULUM GUIDES. During the 1962-66 period, the following curriculum guides have been prepared and issued to the teaching staff through the Division of Curriculum.

CITIZENSHIP EDUCATION IN THE ELEMENTARY GRADES

Expresses the philosophy that citizenship education involves not only the school but also the home, the church, and various civic and social organizations. The school, however, is the one agency with the trained personnel that is charged formally with the responsibility of developing the educated citizen. The booklet gives definite suggestions to teachers, K-6, for citizenship education programs that can be integrated with regular classroom activities.

PUPIL'S READING PROGRESS

A reading progress record booklet for teachers in the ungraded program.

AN OVERVIEW OF THE ELEMENTARY SCHOOL CURRICULUM

The guide defines the content to be covered in the Lansing elementary schools in the areas of arithmetic, language arts, science, and social studies. It expresses the philosophy that the curriculum while following a broad general outline for the city as a whole, must be flexible and adaptable to the special needs of individual pupils, schools, and teaching situations. It assumes that teachers will frequently organize activities to integrate and correlate instruction in several areas.

SAFETY EDUCATION--A SUGGESTED GUIDE FOR ELEMENTARY TEACHERS

A resource guide with appropriate suggestions organized and developed for:

- A. Primary grades
- B. Intermediate grades

DRIVER EDUCATION--A COURSE OUTLINE

A guide for teachers of driver education.

ENGLISH LANGUAGE ARTS CURRICULUM GUIDE, GRADES 7-12

The guide includes the course of study in English, grades 7-12. It suggests goals and prescribes methods for evaluation. It provides for program flexibility with a wide choice of reading at each grade level. Composition is stressed in a sequential program which follows the "spiral cone" plan. This allows for repetition and reinforcement of earlier teaching with the

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

recognition that all students in the classroom will never possess the same or even similar competencies of written expression. Also included in the guide are sections pertaining to grammar, vocabulary building, spelling, oral communication, and listening.

CURRICULUM GUIDE FOR MODIFIED ENGLISH

This guide is for teachers of students in the modified programs. The main purpose of the "modified" programs is to permit flexibility in adapting the English course of study to meet the needs of pupils who find it difficult to succeed in regular English classes.

OUTDOOR EDUCATION

A community resources handbook for teachers of all grades. Its purpose is to help teachers use the outdoor environment of the Lansing area as a resource for enriching their teaching. Suggestions are given for teaching techniques and directed student activities that will help pupils in acquiring sound attitudes and appreciation in the area of conservation education.

THE UNGRADED PRIMARY PROGRAM

Material in this curriculum guide is based on pilot studies of the ungraded primary plan in Lansing elementary schools during the period from 1961 to 1965. The purposes of the guide are:

1. To suggest a method of initiating the ungraded primary plan in elementary schools and procedures used in its administration.
2. To interpret the various reading levels.
3. To establish procedures for reporting to parents and for recording pertinent information on school records.

BUSINESS EDUCATION

A curriculum guide for teacher and counselor use.

SCIENCE--A CURRICULUM GUIDE, GRADES 7-12

General information for parents and students containing lists of required subjects and elective subjects in grades 7, 8, and 9, together with basic textbook adoptions.

SENIOR HIGH SCHOOLS--COURSES OF STUDY

General information for parents, teachers, and students pertaining to the curricular offerings in senior high school. Graduation requirements are listed and an explanation of "required courses" and "elective courses" is given, together with major and minor sequence recommendations. The pamphlet contains an alphabetical listing of all subject offerings by departments and a list of the basic textbook adoptions.

CURRICULUM GUIDE FOR GENERAL ENGLISH

Tentative curriculum guide for experimental general English classes (5, 6, and 7) at Eastern, Everett, and Sexton High Schools.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD (Cont.)

SUMMER SCHOOL REPORT

Administration of the summer school program is one of the responsibilities of the Director of Curriculum. Since 1953 when summer school was reestablished following its interruption during and after the World War II period, there has been an ascending student enrollment. Following is a listing of the enrollment figures for the past 10 years. The figures are for the elementary and secondary division and include driver education students.

1956	751
1957	1,061
1958	1,775
1959	1,787
1960	2,130
1961	2,259
1962	2,373
1963	2,910
1964	3,417
1965	4,109
1966	5,044- not final figure 7-13-65

ADULT EDUCATION PROGRAM

Under the auspices of the Adult Education Center of the Lansing School District, an extensive and comprehensive program of Adult Education classes in the Lansing evening school is provided adults in the greater Lansing area at very low fees. Each of the three ten-week terms throughout the year provides opportunity for youth and adults to enroll in more than 200 courses in the areas of Business Education, Home and Family Living, Trade and Industrial Education, Foreign Language, Art, Music, Drama, Recreation, Physical Fitness, High School Completion, Expectant Parents, Driver Education, Hobbies and Crafts, and Citizenship Education for Foreign-Born. Most of the courses require a fee. There are no geographical restrictions for enrollment.

In addition to the organized class program described above, the Adult Education Center works cooperatively with community agencies, business, industry, labor, churches, social and civic groups in organizing special classes as the need may arise. Such classes include in-service training programs, community health forums, finance and investment forums, medical assistants programs, retail sales training for older workers, choral and symphonic music groups, marriage preparation classes for youth, pre-retirement education, traffic safety school, and parent-child relationships.

The Literacy Program of the Adult Education Center of the Lansing School District is designed to help any person either native-born or foreign-born acquire the basic knowledge and skills of reading, writing, speaking and using numbers so that this person may function effectively in our democracy. Special

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

classes are offered in English for Foreign Born, Better Ways to Read and Write, How to Use Figures, Improving Your English, How to Spell, English for Business, and Arithmetic for Business.

During the past school year a team teaching project was introduced in the class, Better Ways to Read and Write. The teachers gathered reading aids and help in order to accelerate the progress of the students. Much individual attention was given each student and a fine teacher-student relationship was achieved which kept the absence rate very low. Interest, motivation, and empathy were coordinated with individual achievement and success throughout the course. Many personal visits to the homes of the students were made by the teachers so that they might better recognize the unique needs of each person in the class.

The Adult Education Center is dedicated to continuous programs of pupil recruitment, teacher recruitment, more effective textbooks and teaching tools, and improved teaching techniques in this important field.

CONTINUING EDUCATION AND FOLLOW-UP

Public schools have become increasingly responsible for providing equal educational opportunities for all youth. We have also become more involved in continuing education opportunities for adults of all ages. The Consultant in Continuing Education is responsible for assisting the staff in identifying present and future educational needs in Lansing, consulting with the staff about their continuing evaluations of efforts to meet these needs, and conducting and reporting appropriate evaluations.

The responsibilities of the Consultant in Continuing Education are to:

1. Consult with principals and teachers concerning evaluation.
2. Participate in local, state, and national committees and studies in program development and evaluation.
3. Report innovations in program development and evaluation from local, state, and national sources.
4. Prepare monthly reports about student dropouts and transfers.
5. Coordinate the Employment Upgrading Program.
6. Perform other duties as may be assigned by the Director of Pupil Personnel.

EMPLOYMENT UPGRADING PROGRAM

This is a demonstration education and work experience program for Lansing school dropouts who are between 16 and 20 years or age, unemployed, and out of school for at least six months. For the most part, these people find it difficult to become employed because of a lack of saleable skills. It may be assumed that these people would be reluctant to ever return to a regular school program because of:

1. Their age.
2. A lack of ability to meet the challenges of a regular program.
3. Their attitudes toward school as they knew it.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD (Cont.)

In addition to full-time employment, the program seeks to help the dropout build a higher self-image, improve his job application skills, improve his reading and communication skills, and to provide training in basic job skills.

The Michigan Employment Security Commission tests applicants with its General Aptitude Tests Battery prior to acceptance into the program. Approximately 25 boys and 25 girls begin a three month training cycle which consists of six weeks pre-employment training and six weeks of subsidized job experience. Placement on a full-time job starts a six month follow-up period by a teacher-counselor. Jobs and money for the subsidized work experience are raised by a group representing agencies and the community. Physical examinations are provided in cooperation with the Ingham County Health Department.

The program began as a small pilot program during the 1963-64 school year and will continue this year on an expanded basis. It now has a capacity of 200 persons a year and could be enlarged even more if additional funds could be provided.

HIGH SCHOOL COMPLETION PROGRAM

The Adult Education Center of the Lansing School District has successfully operated a high school completion program for adults and youth for the past 19 years.

Any person who is more than 16 years of age and who is not attending a regular day high school may complete his high school diploma requirements by enrolling in this program. The diploma granted an individual who successfully completes the requirements is the same as a diploma granted by the Lansing Senior High Schools.

Since many youth and adults have been out of school for extended periods, grade placement examinations are provided for all enrollees so that they may be given credit for knowledge obtained outside the school room.

A series of evening classes is offered enrollees during the three 10-week terms of evening school. Instructors for these classes are obtained from the secondary school faculty of the Lansing Public Schools. Classes to be offered this fall (1966) include Algebra I, American Government, Economics, English Composition, English Literature, American Literature, Geometry I, Senior Science, Mechanical Drawing, Typewriting I and II, Business English, Office Machines, Shorthand I and II, Bookkeeping, U.S. History, World History, and Machine Tool Operation.

The program, which has the approval of the North Central Association of Secondary School and Colleges, had an enrollment of some 300 persons as of September, 1965.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

MODIFIED INSTRUCTION

The public schools have long felt the need of providing for individual differences with a program of adjusted instruction in the secondary schools. Special materials have been purchased and developed to use in classes which are either heterogeneously or homogeneously grouped. In-service training workshops have been conducted in cooperation with Michigan State University to acquaint teachers with the best known teaching techniques to use for students needing modified learning experiences.

Since Lansing secondary schools have experimented with teaching these boys and girls in the regular classroom, as well as in groups by themselves, it is felt teachers here are in a position to use the materials available and improved teaching methods to provide these children with meaningful experiences.

ORGANIZATIONAL MEMBERSHIPS

The Lansing School District is committed to the philosophy that a strong, alert, forward-looking empathic faculty would necessarily subscribe to membership and active participation in organizations whose purpose is to promote the welfare of youth.

The following organizations exist not only for membership by faculty members but also for producing the disseminating among its membership research materials, pamphlets, periodicals, and helpful hints.

The faculty of the Lansing School District are active members, as well as participants, in the following local, state, and national organizations:

1. American Association for Health, Physical Education, and Recreation.
2. American Drive and Traffic Safety Education Association.
3. American Education Research Association.
4. American Home Economics Association.
5. American Personnel and Guidance Association.
6. American Political Science Association.
7. American Vocational Association.
8. Association for Childhood Education.
9. Association for Supervision and Curriculum Development.
10. Association for Public School Systems.
11. Lansing Education Association.
12. Michigan Association of the Professions.
13. Michigan Association for Retarded Children.
14. Michigan Association for Supervision and Curriculum Development.
15. Michigan Audio-Visual Association.
16. Michigan Counselors Association.
17. Michigan Driver Education Association.
18. Michigan Education Association.
19. Michigan Foreign Language Association.
20. Michigan Guidance Directors Association.
21. Michigan Home Economic Association.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

22. Michigan Industrial Education Society.
23. Michigan School Food Service Association.
24. National Business Education Association.
25. National Council on Art Association.
26. National Council for Teachers of English.
27. National Council for Teachers of Geography.
28. National Council for Teachers of Mathematics.
29. National Council for Teachers of Social Studies.
30. National Council for Exceptional Children.
31. National Education Association.
32. National Modern Language Association.
33. National Restaurant Association.
34. National Science Teachers Association.

COOPERATING AGENCIES

In the city of Lansing there are numerous social and community agencies that cooperate with the Lansing School District. Many of these agencies--Big Brothers of Lansing, for example--are in constant and continuous cooperation with the school district. These Lansing agencies are:

- AFL-CIO Community Services Committee
American Cancer Society
American Red Cross, Ingham County Chapter
Big Brothers of Lansing
Boy Scouts of America
Boys Training School
Catholic Social Service
Christian Clearing Bureau
Community Nursery School
Community Services Council
Dental Health Committee of Greater Lansing
Family Service Agency
Girl Scout Council, Michigan Capitol Area
Greater Lansing Legal Aid Bureau
Greater Lansing Safety Council
Information and Referral Service
Ingham County Bureau of Social Aid
Ingham County Civil Defense, Control Center
Ingham County Council on Veterans' Affairs
Ingham County Department of Social Welfare
Ingham County Friend of the Court
Ingham County Health Department
Ingham County Juvenile Detention Home
Ingham County Probate Court
Ingham County Society for Crippled Children and Adults
Ingham County TB and Health Society
Junior League of Lansing

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

Lansing Area Council of Churches
Lansing Child Guidance Clinic
Lansing Mental Health Center
Lansing Police Department, Youth Division
Lansing Recreation Department
Lincoln Center
Michigan Association for Better Hearing
Michigan Association for Emotionally Disturbed Children
Michigan Association for Retarded Children
Michigan Children's Aid Society
Michigan Crime and Delinquency Council
Michigan Crippled Children's Commission
Michigan Department of Health
Michigan Department of Mental Health
Michigan Department of Social Welfare, Ingham County Unit, Children's
Division
Michigan Employment Security Commission
Michigan Health Council
Michigan School for the Blind
Michigan Society for Mental Health, Ingham County Chapter
M.S.U. Psychological Clinic
M.S.U. Speech and Hearing Clinic
Michigan Tuberculosis Association
Michigan United Fund
Michigan Welfare League
Multiple Sclerosis Society
Muscular Dystrophy Association
Old Newsboys Association
Psychiatric Services, Special Medical Unit, St. Lawrence Hospital
Red Stocking Club
Rehabilitation Industries
Rehabilitation Medical Center, Inc.
Salvation Army
Soldiers and Sailors Relief Commission
Sparrow Hospital, Social Service Department
United Cerebral Palsy Association of Lansing
Young Adult Cerebral Palsy Center
United Community Chest
U.S. Veterans Administration
Veterans Trust Fund, Ingham County
Visiting Nurse Association (Greater Lansing)
Volunteer Bureau
Volunteers of America
Wood Haven Center
Y.M.C.A. of Lansing
Y.W.C.A. of Lansing

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66 PERIOD (Cont.)

AFFILIATION WITH MICHIGAN STATE UNIVERSITY

Because of the location of this University, Lansing is in an enviable position to utilize many of its resources. The following existing programs typify this relationship:

1. Student-Teacher Program--About 200 student-teachers come into the Lansing system annually. This provides additional instruction in many classrooms.
2. Student Education Corps--Lansing is one of the cooperating schools in Michigan. Again, additional instructional time is provided to young people. The attention of this program is directed toward the deprived youth. This service could be extended to almost any length.
3. Graduate Students--A great number of students doing advanced work at M.S.U. are available for instruction on an hourly basis. Lansing has already established a method for utilizing this resource. Additional funds could provide a greater source of instructional service for an extended program.
4. Liaison Arrangement--A staff member of M.S.U. is assigned part-time to the Lansing School District for the purpose of making available to the Lansing area the many resources of the University. This service has provided in-service training and instructional materials for many programs.

LANSING POLICE DEPARTMENT

The Lansing School District has maintained an excellent relationship with the Juvenile Division of the Lansing Police Department. The department has felt perfectly free to visit a school at any time to confer with either school personnel or with a student. There has been a proper exchange of information concerning delinquent and incorrigible youth.

In 1963, the Police Department invited all school counselors to attend a six-session workshop on Youth Delinquency. The Department has cooperated with the public schools of Lansing in the promotion of the Safety Patrol program and in furnishing watchmen for student assemblies concerning student citizenship and for seminars on careers.

PROBATE COURT

The attendance officers of the Lansing School District work closely with the Juvenile Division of the Probate Court in reporting the need for court action. Similarly, the school personnel work with the various case workers. The school principal and/or counselor acts as a liaison person between parent, student, and case worker. The representative of the court feels free to confer with school personnel whenever desirable or to study the school records of clients. The case worker is able, also, to confer with the student involved during school time. The school records give bountiful evidence of the progress, attitudes, and adjustment of the client. There is a fine rapport between the dozen case workers and the Lansing schools.

NEW PROGRAMS INITIATED OR EXPANDED DURING THE 1962-66
PERIOD (Cont.)

MICHIGAN CURRICULUM PROGRAM

Lansing teachers and administrators participate in the Michigan Department of Public Instruction program for curriculum development and the proximity of the state department offices is conducive to an excellent working relationship with the Department of Public Instruction consultants and specialists.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Much ASCD activity is centered in the Lansing area because of the leadership groups at Michigan State University, Michigan Department of Public Instruction, the Lansing School District and other nearby colleges and universities. Many state-wide meetings of the MASCD are held in Lansing and the feedback to our local curriculum study groups provides stimulation and motivation that results in forward looking local programs.

INNOVATIONS IN THE ELEMENTARY SCHOOLS

ELEMENTARY CURRICULUM MATERIALS CENTER

The purpose of the Elementary Curriculum Materials Center is to improve the quality of materials available for classroom use. From the Center, classroom teachers may obtain materials that sustain existing programs, improve existing programs, and aid in implementing programs. The Center has developed as a service. Its goal is to provide teachers with tools and services that will make their instruction more effective.

As the Center continues its growth, we envision it as providing materials that will meet a wide range of learning rates and learning levels. We see a Center where audio tapes can be easily reproduced and where facilities are available for the construction of curriculum materials from woods, plastics and metals.

ELEMENTARY HELPING TEACHERS

The elementary helping teacher works closely and intimately with classroom teachers in implementing instructional innovations and materials. Helping teachers work in teachers' classrooms as demonstrators. At other times they assist small groups of teachers in improving the quality of material and in developing teacher "know how" for putting this material to challenging and effective use in the classroom.

The helping teachers work with staff members, not as evaluators or supervisors, but as teachers who are interested in improving the quality of instruction given all pupils.

Over the last four years Lansing teachers have worked cooperatively with the Science Curriculum Committee in overhauling our elementary science programs. With their assistance, elementary science has become more the way a child looks at a problem, the kinds of guesses he makes about it, how he observes these guesses, and what other questions these observations raise. Learning to observe phenomena and cope with experimental variation is an important part of this new approach to elementary science.

The Mathematics Division of Instruction conducted workshops in the 1962-65 school years for administrators and teachers of Grades 3, 4, 5 and 6. This workshop, which averaged three hours of connected homework each week, helped raise the elementary teacher to a new level of professional competency in teaching arithmetic. To follow-up this workshop, a writing team of elementary teachers developed teaching materials for use in the elementary grades. This material was adapted to the child's learning rate and level of ability.

More important than either of these two projects is the notion of a public school system working cooperatively with outstanding scholars and teachers to improve ways education can better serve the learning needs of pupils.

INNOVATIONS IN THE ELEMENTARY SCHOOLS (Cont.)

DIFFERENTIATED INSTRUCTION

With few exceptions each elementary school is a neighborhood school. The classrooms are both graded and non-graded. By non-graded, we mean that several teachers, assisted by resource teachers, supervisors, and consultants, teach segments of a three-year block. By graded, we simply mean first grade or fourth with the work the child does geared to the grade level.

In conflict with the concept of grading is the philosophy of meeting the needs of the child where he is, regardless of the grade level at which he is placed. One method of limiting this difficulty is through non-graded instruction, different kinds of material and instruction for different pupils within the classroom in order to meet the wide range of differences in learning level and learning rate.

Another aspect of differentiated instruction in Lansing has been the initiation of an advanced instruction program for fifth and sixth grade students. A visiting teacher has been assigned to several different school units. This teacher has met with small selected groups from each grade during school hours to help those individuals extend and expand their knowledge of particular interests. Pupil and parent reactions have given much impetus to the expansion of the advanced instruction program so that 16 schools are now involved.

UNGRADED ELEMENTARY SCHOOL

The ungraded or non-graded elementary school is an organizational structure designed to encourage and promote the continuous growth of pupils by placing each child in a learning group according to his maturity and individual needs. Such an organization of pupils for learning provides continuity in their developmental program as they progress through a sequence of levels of achievement.

Unlike the graded elementary school, where a pupil's progress is considered somewhat comparable with his year in school. In the ungraded elementary school, a school year may mean more or less than a year of progress in a specific curriculum. The ungraded elementary school is designed to allow each child to grow and learn according to his educational capacity and potential. This type of organization provides opportunities for those capable of rapid progress, and it provides an additional time span for those who are immature and in need of a longer period of learning. It has been found, for example, that children entering the first grade differ as much as four years in their readiness to deal with the written work.

Current psychological research consistently points out that all children of identical chronological ages are not able to accomplish the same things at the same time, in the same way, or with equal facility. This knowledge of child growth and development has led educators to look at the ungraded elementary school as a promising way of organizing the elementary school to meet the needs of all children.

The ungraded elementary school promotes and encourages the developmental and sequential offering of experiences in terms of children's needs and eliminates the frustrations of (1) grade textbooks and materials that all children must master at a particular time; (2) pushing all children to meet artificial end-of-year achievement scores; (3) getting all youngsters to a predetermined grade or year standard; and (4) specifying which children can "pass" and which children need to "fail." The sole determinant of how long the child needs to spend in the primary and intermediate units of the ungraded elementary school is the child himself.

The criteria used in grouping children into appropriate levels are the same as those now commonly used in most elementary schools:

1. Teacher evaluation and recommendation.
2. Pupils' cumulative records.
3. Readiness and diagnostic tests.
4. Psychologist's recommendations, when and if necessary.

A complete and accurate record is kept of each child's work and progress for conference data (including parent visitations and reports). This record calls for a continuous inventory, possibly, a log type record of each child's progress in many areas of experience, including reading, social studies, arithmetic, science, and language arts. This also records the development of a child's attitudes, appreciation, skills. The flexibility of the educational program that is characteristic of the organization of the ungraded elementary school demands parent-teacher

UNGRADED ELEMENTARY SCHOOL (Cont.)

conferences that are purposeful and timed in terms of the movement of children through various levels of their educational experiences.

At the writing of this report 19 elementary schools have partial or complete nongraded programs. Several junior high schools have begun to experiment with nongraded courses in English and science.

INNOVATIONS IN JUNIOR HIGH SCHOOL

Although handicapped by space limitations, the Lansing junior high schools have geared their curriculum to meet the changing needs of students and utilized a wide variety of new instructional techniques to keep pace with new developments in education.

SCIENCE IN JUNIOR HIGH SCHOOL

A new course added to the science curriculum this year is earth science. Several investigative approaches to problems are being handled whereby the student draws conclusions, makes predictions, and then compares his results with those attained by leaders of the field. Subject areas include astronomical and biological problems in the space program, weather and climates, oceanography, including a study of new advances in earth science areas.

A ninth grade instructor has incorporated the most valuable aspects of the so-called Princeton Project into his regular teaching. This course, centering primarily around the fields of geology, chemistry, and physics, consists of a series of inter-related, open-ended investigations which lead the students on by their own curiosity. All of the students, working alone or in small groups, have complete science laboratory kits available. The key word for the course is ACTION because the students are constantly, actively participating. The teacher's role is that of a research director who raises leading questions and stimulates investigations by challenging the students to prove their assumptions.

An experimental course in physical science has been offered to ninth grade students during the past two years. Introductory physical science has been designed to give an initial knowledge of physical science and an insight into the means by which scientific knowledge is acquired.

Students use techniques based solidly on those developed in science and industry but tuned to their own background and imagination. This course serves as a foundation for later courses in physics, chemistry, or biology and has been a significant educational experience for the individual students.

MODERN MATHEMATICS

The term "new mathematics" refers primarily to experimental programs produced in the period 1960-65. These programs are characterized by the inclusion of more mathematical content than appeared in previously existing programs and by an emphasis on the study of the mathematical structure of operations and concepts. This mathematical emphasis in the elementary school has (a) possible advantages in that pupils acquire mathematical insights, skills, and procedures that should enable them to proceed more rapidly; and (b) possible disadvantages in that pupils generally have difficulty in assimilating abstract ideas presented through verbal communication in the classic mode of mathematical presentation. Perhaps the major distinguishing characteristic of the new

INNOVATIONS IN JUNIOR HIGH SCHOOL (Cont.)

program is the attempt to develop mathematical concepts, operations, and principles from a mathematical point of view with little or no reference to their use, even during the introductory consideration of a topic.

Analysis reveals that the most important content of the new mathematics program consists primarily of content adapted from what was formerly considered secondary school (algebra and geometry) and college (number theory) mathematics.

Despite differences in practice, the methodology of the various new programs in general purports to promote thinking through use of a problem-solving approach which emphasizes exploration, experimentation, and discovery. The stress on study of mathematical structure, concepts, and principles leads naturally to use of methods that resemble the classic mathematical mode of presentation with their precise language, well-defined terms, deduction, and other characteristics.

A variety of content and procedures revealed by analysis of the different new programs points to the fact that there is not any ONE new mathematics program but that instead there are a number of programs which have, as has been indicated, some of the general characteristics noted.

Evidence from observation indicates that the new programs have interest appeal for both pupils and teachers. The interest of teachers seems especially high when they are given help in acquiring background knowledge. Whether this interest appeal is intrinsic or due to novelty and the extra effort that normally accompanies experimental programs is not yet clear. Evidence primarily from observation also shows that the learning of the new aspects of the subject (such as sets, equations, ratios, numeration, and notation in other bases, and geometric constructions) is good, but not enough time has elapsed to evaluate this early study of former secondary and college mathematics.

Analysis of recent instructional practices reveals that incorporation of new procedures and content into conventional programs is proceeding rather rapidly. This is evidence of one of the major contributions made by the new mathematics movement--the creation of an educational climate that is receptive to change and to new ideas.

INNOVATIONS IN SENIOR HIGH SCHOOLS

Innovations included in the senior high school instructional programs are so many and so varied that space will not afford a full treatment of them. This report, therefore, is aimed at underscoring some of the innovations.

INSTRUCTIONAL TECHNIQUES

In the area of instructional techniques, the language departments have expanded and perfected the use of language laboratories and developed audio-lingual methods for elementary stages of instruction, as well as the inductive approach at the intermediate level. The history and science departments have led the way in the development of projectuals for use with the overhead projector, a device that is increasingly in use throughout the school system. Development of a visual center has encouraged all departments to use the overhead projector with great effectiveness. All departments are using inductive methods for instruction. The most extensive single innovation in techniques is that developed by the social science department. This facility has made possible organization for large group and small group instruction. It has opened up new opportunities to use closed-circuit television, overhead and slide projectors and to greatly increase the number of films, slides, and projectuals. It has further prompted development of an extensive library, both of books and offprints. The business department has begun instruction in data processing, utilizing its IBM 026 Key Punch and two IBM Selectric typewriters with simulated keyboards.

ORGANIZATION FOR INSTRUCTION

The innovations carry over to organization for instruction also. History and English departments are cooperating in an American studies program which involves teaching teams and double scheduling. Many efforts are being made to combine students into large groups for special presentations, which often use the resources of the community. As has been mentioned, social science has prompted large group and small group organization. In other areas, such as the work study program, similar groupings have been used. Experiments are in progress to determine the most satisfactory allotment of time for teaching various subjects. Considerable advances have been made in the use of team teaching situations.

CHANGES IN SUBJECT AREAS

Many changes have occurred in the subject areas. The history department has developed a book of special materials on contemporary issues. In the business department, the work study program has grown extensively, and the special courses, Record Keeping and Data Processing, have proven their value.

The science department has tried and accepted many of the new approaches to the teaching of science, such as the Physical Science Study Committee physics course (PSSC) developed at M.I.T. This course presents physics as it exists

INNOVATIONS IN SENIOR HIGH SCHOOLS (Cont.)

today. Much of the trivial material has been deleted and replaced by integrated theoretical topics which stress modern as well as traditional concepts. Also adopted by the science department was the Biological Sciences Curriculum Study (BSCS) biology course. The BSCS presents biology from a cellular-genetic point of view. All the new approaches present science as inquiry and as an investigatory experience. The BSCS which was developed at the University of Colorado has been used experimentally in five classes and is being evaluated this year. An advanced course in Biology-Chemistry has been added to the curriculum. Laboratory biology and laboratory chemistry have been added to the extended school year programs.

In mathematics, there have been two recent innovations. Lansing high schools participated in the SMSG pilot program in geometry a number of years ago and later adopted this curriculum as a geometry course for students. The SMSG program is known as the School Mathematics Study Group, committed to a revision of the mathematics curriculum to emphasize the understanding rather than the manipulative aspects of the subject. There is now another change currently taking place in this area. During the present year three geometry sections are studying the subject for three quarters and then going on to Intermediate Algebra for the fourth quarter. These groups will finish the study of Intermediate Algebra and have a complete analytical treatment of Trigonometry during the junior year.

Generally, the innovations in techniques, organization or instruction, and subject matter have been accepted in the high school as need and value have suggested.

The future promises further change. The social sciences department continues its evaluation of subject matter. As the thinking about social studies develops, the department will adopt whatever seems to best meet the needs of students. Similarly, all departments will watch closely the curriculum trends and embrace those aspects that offer improved instruction.

INFORMATION FILE ON INNOVATIONS

A complete description of innovations would make this history compilation extremely voluminous; therefore, a listing of instructional innovations noting only title, teachers involved, and school are included.

COURSE	DESCRIPTION	TEACHERS	SCHOOL
Art	Team Teaching	Cross Madtes	Rich Sexton
	Seminar	Hagberg Danielson	
Business	Record Keeping	Mitchell Simpson	Eastern

INNOVATIONS IN SENIOR HIGH SCHOOLS (Cont.)

COURSE	DESCRIPTION	TEACHERS	SCHOOL
Business (cont.)	Business Organization Forkner Shorthand Business English CCTV Typing Data Processing	Pede Potter Pierson French (MSU) Walker	Sexton Eastern Sexton Everett Eastern
Curriculum	7th Grade Modified Nongraded	Rohrer	Rich Research
Dropouts	Modern Living	Orentas	Eastern
Extra Curricular	Noon Activities	7 Teachers 6 Supervisors	French
Federal Programs	NYC Work Trng. Program Occupational Guidance Seminar	Griffin Griffin Marshall	Sexton
Languages	Spanish	Ruffin	French
Counseling	Survey 7th Grade Study Method Math Placement Elem. Counselor	Mead Riley Mead Rossman	Otto Otto Otto North- western
	How to Study Emotionally Disturbed Pupil Order Behavioral Deviation Trans. Counseling	Staff Bell	Rich French Pattengill Pattengill Otto
Home Economics	Homemaking Quality Cooking Modern Living Homemaking Adjusted Clothing Social Problems	Hightower Bates Billings Yarger Nelson Billings Bray, Widick	Otto Sexton Sexton Rich Eastern
	Modern Living Foods and Homemaking Grooming	Kragt Strom Yarger	Sexton French Pattengill Rich
Humanities	Integrating Human & Social Studies	Kreisman	Research

INNOVATIONS IN SENIOR HIGH SCHOOLS (Cont.)

COURSE	DESCRIPTION	TEACHERS	SCHOOL
Humanities (cont.)	Social Studies-English Art, Music, Eng., S.S. Humanities English-Art Block	Jackson Wenke Guy Asumaa Ball	Otto French Eastern Pattengill
Industrial Arts	Furniture Repair	Rossi	Sexton
Instructional Program	Campus Comm. Comm. Fine Arts AID Readiness Room	Caesar Plavnik Hunt, Remick, Springer Finch	High Street West Elementary Allen
Language Arts	Remedial Reading PEP, Teen Living ITA Reading ITA Reading English 3E NEA Comp. Study Amer. Lit. III & World Lit. Remedial Reading EOA 8th Grade Eng. Enr. 7th Grade English Exper. Gen. Eng. Homogeneous Grouping for reading Remedial Reading Reading Improvement Business English Creative Writing Phase Program	Keltner Troop Hill Chamberlain Spagnoulo Baldwin Spagnoulo Ryan Layman Brewster Campbell, Healy Rozall, Tyler Stenson, Ritter Pearson Pierson Spagnoulo Baldwin	French Pattengill Oak Park Everett Ele. Eastern Secondary Eastern Sexton French French Sexton Everett Ele. Willow Rich Sexton Eastern Otto
Library	Flexible Schedule	Gilson	Reo
Material & Resources	Modified Programs Instr. Center	Keltner Hamilton	French Cavanaugh
Mathematics	Gen. Math-Drafting SMSG Math Project Madison Math Project	Raymond & Mattson Baas, Risch Martin & Sherman	Otto Cavanaugh Cavanaugh

INNOVATIONS IN SENIOR HIGH SCHOOLS (Cont.)

COURSE	DESCRIPTION	TEACHERS	SCHOOL
Mathematics (cont.)	Seminar Math Upper Elem. Algebra 3 Semester Mathematics Construction-Expect. Table for Algebra Math Sequence Program	Kruger Sauber Tillman, Lott Dunham Draper Mead Crocker	Eastern Reo Everett French Otto Pattengill
Music	Music Appreciation	McKown	Sexton
Psychological	Study A Comparison A Case Study A Study Behavior Pattern	Springer Mills Thomas Rowland (MSU) Jones	Kalama- zoo
Safety-Driver Ed.	S.E. Driver Training		Sexton
Science	Math-Science Physical Science S.S.-Phys. Science Natural Science Natural Science Earth Science Team Teaching Outdoor Education	Woodward, Reist Cross Cross, Fuller Stolz Reid 8th Graders Cross Hunt	Otto Otto Otto Eastern Sexton Jr. High Otto North- western
Social Studies	Asian Studies S.S. 5 & 6 Economic Education U.S. History State and Local Gov't. Seminar U.S. History U.S. History and American Lit. Comparative Cultures U.S. History and American Lit. Enriched Modified Amer. Gov't.	Kline Gardner, Van Vliet Smith Webster, Berdan Wenke Brisbin, Cook Johnson, Rautiola McGraw Guy, Gerlach Jacobson Mann	Rich West System Everett Everett Eastern Eastern Pattengill French Otto Sexton

INNOVATIONS IN SENIOR HIGH SCHOOLS (Cont.)

COURSE	DESCRIPTION	TEACHERS	SCHOOL
Social Studies (cont.)	Sociology U.S. History and American Gov't. American History Modified Gov't. and U.S. History 8th Grade Enriched Modified Government	Dykema Johnson Karpinski, Hansen, Rohrer Townsend, May DiFiore Townsend, May	Sexton Eastern Rich Eastern French Eastern
Special Education	Team Teaching--Math Adapted Aquatics Flexible Program Parent Night Driver Training	Clark, Wier Medler Menner	Otto Reo French Sexton
Teacher Personnel	Questionnaire	Helder	
Methodology	Team Teaching - Ele.		North- western
Teacher Preparation	FTEC	Fuller	Sexton
Vocational	Follow-up Study Job Placement Machine Shop Operator Service Station Electronics Machine Shop Modified Follow-up Study	Shoemaker Dunham MacDonald Weigel	Everett Sexton Sexton Sexton Everett Sexton Eastern

BUILDING AND SITES

Section VI

One of the more salient factors in the education of youth is the facilities which house the instructional programs. True as it may be that "good" teaching can be accomplished under adverse physical conditions, one should not dismiss the fact that faculty and student morale, interest, and motivation are dependent to a great degree upon educational facilities that are provided.

For a sound educational system to function with maximum efficiency, certain factors are required. A well-trained, capable professional staff is perhaps the most vital. However, that staff must have adequate materials, such as books, supplies, and equipment so that achievement of educational goals might be more easily attained. It is of utmost importance that the physical facilities allow for efficient operation of prescribed instructional programs designed to achieve pre-selected objectives.

A realization of the problems related to coordination of instructional programs within the school district and to the provision of equal educational opportunities by the administrative staff and the Board of Education prompted the organization of a school sites committee. This committee was charged with the task of gathering information on short and long range educational facility needs based upon existing facilities and enrollment trends. A report dated October 15, 1964 contains the findings of that committee.

A recently completed compilation of existing facilities which notes enrollment trends, floor plans, and general physical features of buildings has been submitted for publication. (7-15-66)

General information about each school building, together with enrollment statistics and instructional adaptations, is included in section X.

ANNEXATIONS

Section VII

School annexations make school maps obsolete and necessitate the preparation of new ones. While the statute requires that the secretary of each school district furnish a map to the annexing district, only one of the last five districts actually did so. In practice, each district knows only the houses where the bus stops for children, so that in preparing a new map each parcel on the perimeter of the district must be checked with the legal description on the supervisor's tax roll. This reveals which school district receives the school taxes and consequently, the district to which the property belongs.

1962-65 Annexations

Community School	9/62
Forest Road School	2/63
Island School	12/64
Maple Grove School	6/65
Sheridan Road School	8/65
Gunnisonville School	11/65
Hurd School	11/65
Valley Farms School	11/65

The last annexation was in Clinton County. No one base map existed that covered the district after these annexations took place. A composite tracing of available maps (1000 feet per inch) was drafted. The district now is 12 miles (less 200 feet) north and south, and almost seven miles east to west. At the scale used, (1000 feet per inch) this produces a map roughly 40 x 66. Maps double this scale will be 20 x 33.

The following facts regarding the school district have been brought to light by this map activity:

Area by Township and County:

Ingham County	(Lansing Township Delhi Township)	26.7 6.575 <u>33.275</u>	square miles square miles square miles
Eaton County	(Delta Township Windsor Township)	.54 .8 <u>1.34</u>	square miles square miles square miles
Clinton County	(DeWitt Township Watertown Township)	16.125 .15 <u>16.275</u>	square miles square miles square miles
Total School District (approximate)		50.89	square miles

In its different parts, Lansing School District is in six townships, two municipalities, and three counties--a total of 11 political divisions, each with a tax rate different from the other.

RETIREMENTS

Section VIII

During the past four years, a number of veteran educators have retired from active service in our schools. Over the years they have contributed significantly not only to the education of many young people whom they have had as students, but also to the school system as an educational institution and to our community.

The administration and the school system are most appreciative of the many years these individuals have devoted to the field of education and wish them personal fulfillment in the years ahead.

NAME	SCHOOL	NO. OF YEARS
Mildred Anderson	High Street School	35
Pauline Austin	Director of Elementary Music	42
Forest Averill	Superintendent of Schools	17
Eloise Backus	Elementary Teacher	28
Katheryn Barnes	North School	2
Joe Beyers	Director of Physical Education	42
Evelyn Brick	Pattengill Junior High School	37
Gertrude Brown	Walnut Street School	43
Dorothy Casady	Kendon Street School	17
Herbert Cigard	Sexton High School	38
T. K. Clark	Eastern High School	37
Helen Cleveland	Eastern High School	14
Elmer Courtney	Eastern High School	35
Glenn Curren	Maintenance Supervisor	21
Ezra Devereaux	Sexton High School	36
Elizabeth DeYoe	Pattengill Junior High School	21
Bernice Dravenstatt	Public Library	11
Lucille Dunnigan	Horsebrook School	6
Rose Durken	Pleasant Grove Elementary School	20
Orville Flory	Eastern High School	41
Olive Girven	Cavanaugh Street School	11
Elsie Glick	Mt. Hope School	43
Etta Goff	Willow Street School	41
Bertha Grimes	Hurd Elementary School	5
Harriet Hall	North School	3
Clarence Harris	Physical Plant	34
Doris Hatfield	Barnes Avenue School	9
Charles Hayden	Eastern High School	18
Helen Horton	Hurd Elementary School	19
Beulah Howard	North School	3
Harold Jacobson	Director of Pupil Personnel	41
Mildred Jones	Willow Street School	28

RETIREEs (Cont.)

NAME	SCHOOL	NO. OF YEARS
Bernard McCann	Eastern High School	23
Laura Middlebrook	Visiting Teacher	20
Katherine Minshall	Sexton High School	32
Ora Moothart	Fairview	6
Maynard D. Morrison	Eastern High School	27
Edith Nelson	Librarian (Traveling)	2
Cecil Nickel	Sexton High School	22
Marion North	Averill Elementary School	22
Amy Peterson	Pleasant View School	5
Cecil Randall	West Junior High School	43
Darene Sessions	Genesee Street School	19
Clara C. Shroen	Elmhurst School	36
Helene Shull	Eastern High School	10
Alta Speers	West Junior High School	39
Lita Steenburg	Pleasant Grove Elementary School	6
Clara Tessman	Forest View Elementary School	1
Howard Thompson	Sexton High School	8
Jessie Thurston	School Nurse	6
Pauline Torpey	Sheridan Road Elementary School	19
Lloyd Van Dyke	Physical Plant	29
Clifford Walcott	Eastern High School	20
Ronald Waterman	Everett High School	22
Margaret Wilson	Grand River Elementary School	40
Rowland Winston	Eastern High School	36
Marjorie Wise	West Junior High School	12
Grace Woodruff	Walnut Street School	39
Dean Worden	Pattengill Junior High School	43
Delbert Yarnell	Physical Plant	17

LOOKING AHEAD

Section IX

The expanded program possibilities presented in the Elementary and Secondary Education Act give new hope for innovation by focusing the research process on central problems in the schools and encouraging the involvement of schools themselves in the process. Comprehensive program support from research to action now becomes a reality. Heavy emphasis is given to the developmental and innovative end of the research continuum, but the act bolsters all aspects of research and presents a clear choice for improvement never before possible.

This is our decision to make, and our decision will be of primary importance to the future of American education as well as to research. If we decide to elevate research and innovation to the status they should have in education, three principal objectives should immediately concern all of us.

First, we must decide how to treat research. If we decide to make research a basis for educational planning and policy, we must put our best minds and efforts into it. We need to enlist and welcome the services of many good people already doing other important things--outstanding scientists, scholars, artists--and we need close working relationships between them and those who will use what they have to offer.

Second, we must recognize that the process of educational research cannot be isolated in a laboratory and that it will become stale and sterile unless it is extended to the classroom. We need a recognized educational method for the rigorous testing of proposals that grow out of research, we will need school systems which will dare to experiment, to try new ideas, to find out if there are better means of teaching. And, above all, we will need national and regional education laboratories to test ideas in detail before they are widely used.

Finally, we must view educational research in a new way--as the basis for sound innovation, demanding new relationships among those agencies involved in educational research and practice. If we accept educational research as a process which involves all of the steps of research, program development, field testing, diffusion, and implementation, then educational agencies at all levels must be involved. All of these agencies, the federal and state education agencies, the local schools and the colleges and universities and industry as well, must have some appreciable degree of involvement and responsibility in each area of research.

INSTRUCTIONAL SPACE

Perhaps the most pressing problem facing the Lansing School District--and its Board of Education--at the present time is classroom space.

LOOKING AHEAD (Cont.)

Enrollment in the school district continues to increase each year in every educational level: elementary, junior high, and senior high. Lansing is a growing, prosperous community. More families locate here each year and enter their children in the local schools. Many young people who have been residents of Lansing all of their lives remain here to find jobs, purchase homes, and raise children of their own.

When the fact is known and accepted that half of this nation's population is 25 years old or younger, it is easy to see that the number of new families in this and most other major cities is certain to increase rapidly in the years just ahead.

The problem of the school district: how to make certain there will be sufficient classroom space for these children year after year. It is a constant problem and one that requires continuous planning.

Right now the pressures of the future are also pressures of the present in certain areas of the school district. Good examples are the Cumberland, Attwood, and Post Oak elementary schools. These schools are as large right now as available funds will allow them to be, but there is immediate need for more classrooms for the children that live in these respective service areas. At present there are no funds available to meet the problem.

The problem is only slightly less acute at the junior and senior high school level. Both Dwight Rich Junior High School and Everett High School require temporary portable classroom units to house all pupils on a full-day program. Junior and senior high school enrollments are certain to climb each year and with no construction program underway, the problem of housing classes will soon become a critical one.

The secondary school situation is further complicated by the changing face of the community. Shifting population, increasing enrollments, funds for construction, future classroom space, city growth and change: all are interlocked in creating this most pressing problem of the Lansing School District--classroom space.

GENERAL GUIDELINES
FOR
THE PROPOSED JUNIOR HIGH SCHOOL

GOALS AND OBJECTIVES

A major goal of the Lansing School District is to assist each student to reach his full potential as an individual. The following statements as to the needs of youth were developed by the Michigan Association of Secondary Principals and have been endorsed by the secondary principals of the Lansing School District.

1. All youth need to understand and to appreciate American democracy, to understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state, and the world.
2. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and to listen with understanding.
3. All youth need to be challenged to the highest possible achievement of which they are capable.
4. All youth need to develop basic communication skills in the use of language and numbers in such ways as to be functionally useful to them in the improvement of their own living.
5. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need to develop and maintain good health and physical fitness.
8. All youth need to develop respect for other persons and to grow in their insight into moral and spiritual values.
9. All youth need to be able effectively to use their leisure time.
10. All youth need to understand and to appreciate the American economic system and to know how to purchase and use goods and services intelligently.
11. All youth need to develop skills, understanding, and attitudes that make a person an intelligent and productive participant in economic life.

In addition to these major objectives, the junior high school plays a unique role; it is the bridge between the relatively small elementary school with its self-contained classrooms and the large senior high school with its comprehensive program.

GENERAL GUIDELINES FOR THE PROPOSED JUNIOR HIGH SCHOOL (Cont.)

It is a time of exploration. Junior high students in Lansing are offered a wide variety of courses which are designed to give them an opportunity to experience several areas which may interest them, so that they may better make the decision as to which course to follow in senior high school.

In the junior high school program, as at any level, the professional teaching staff is the key to success. Without a well-trained, dedicated staff the best educational program is doomed to failure. At best, the facility is only a tool which can assist the staff in carrying out the objectives of the educational program.

The Lansing Board of Education is cognizant of the importance of the teaching staff. They are also concerned that this staff be provided the facilities which will be most effective in carrying out the objectives of the educational program. For these reasons, an Educational Planning Committee was established in January of 1965 with the charge to develop educational specifications for the proposed junior high school.

The Committee was formed of a series of sub-committees, each representing one of the subject areas. These sub-committees included teachers from each of the junior high schools, and in most cases the director or consultant for that particular subject area.

A Steering Committee was formed to develop guidelines for the Committee and to review the recommendations of the sub-committees prior to submission of the final report.

THE SCHOOL-WITHIN-A-SCHOOL-CONCEPT

One of the emerging concepts given consideration by the Steering Committee was that of the "school-within-a-school." Proponents of this approach argue that it is possible to increase the enrollment of a school without the negative effects of bigness by reorganizing the student body. This is done by creating "small schools" within the larger total school. These are sometimes referred to as houses, halls, campuses, wings, etc.

The small school (hereafter referred to as a hall) provides a home base for the student. Within his hall are found his homeroom and academic subjects. He will spend most of his day within the hall and venture into the central area for special subjects (e.g. music, art, physical education, industrial arts). This central area provides those specialized facilities which cannot be included in each of the halls.

The hall may range in size from 500-1000 students, depending on the total enrollment of the facility, and the courses and services to be provided within the hall. There may be from two to as many as six halls in some of the larger schools.

GENERAL GUIDELINES FOR THE PROPOSED JUNIOR HIGH SCHOOL (Cont.)

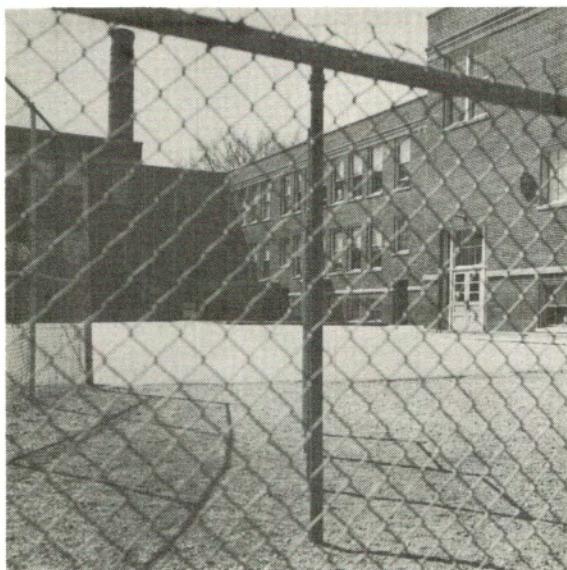
Those favoring this concept explain that the staff of the hall is more closely knit than that of a larger, more conventional school. A hall administrator can truly become the instructional leader and work more closely with the smaller staff. Students are able to identify with the smaller group, and to participate more in student activities. The staff is able to become better acquainted with students, and hopefully will work closely with other teachers in the hall to better meet the needs of students.

Several high schools were visited where this concept has been utilized: Southfield, Michigan; Niles Township (Skokie), Illinois; and Oconomowoc, Wisconsin. The new junior high school in Grand Haven was also visited where a variation of this concept is being used.

After the visits, study and discussion, the Steering Committee recommended that the school-within-a-school concept be followed in planning for the proposed junior high school. (Specific details are available in the Educational Specifications manual published by Manson, Jackson, & Kane, Inc.) Project #6501

EXISTING FACILITIES

ALLEN STREET



ALLEN STREET SCHOOL
1614 East Kalamazoo Street

FACILITIES

Constructed---1913	2 Kindergarten Rooms
Additions---1926	19 Regular Classrooms
Capacity---665	3 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Harold R. Wood, 1954

	1962	1963	1964	1965
Faculty Employed	28	27	29	24
Student Enrollment	562	501	509	512

INSTRUCTIONAL ADAPTATIONS

Nongraded---K-3 (1962-63)

Nongraded---Entire School (1964-65)

ATTWOOD



ATTWOOD SCHOOL
915 Attwood Street

FACILITIES

Constructed---1965	2 Kindergarten Rooms
Additions---Proposed	12 Regular Classrooms
	2 Special Education
	1 Multipurpose Room
Capacity---460	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Marguerite Hertel, 1965

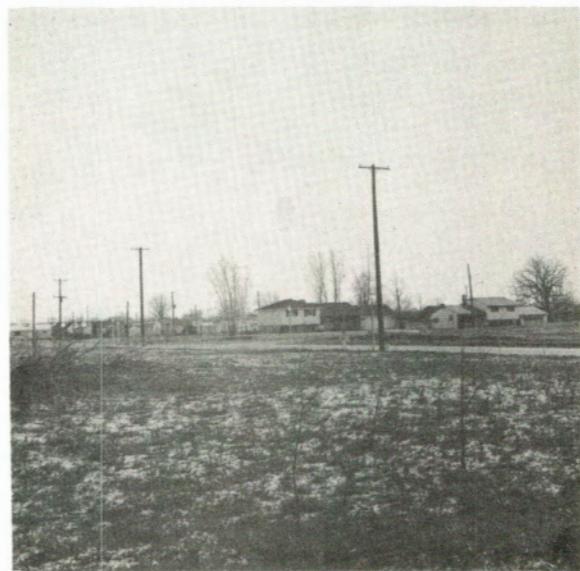
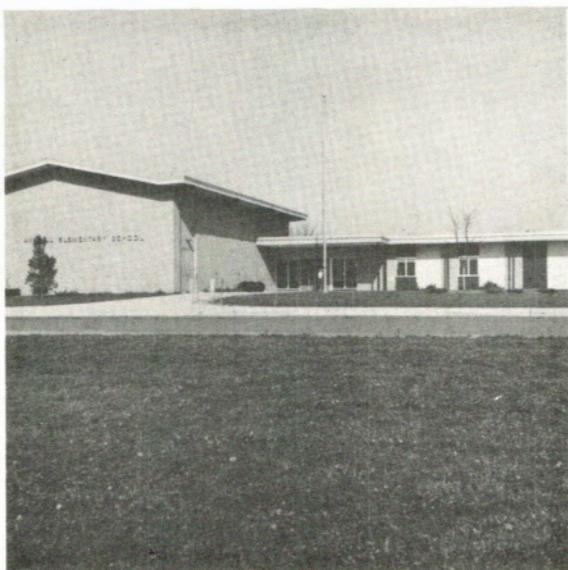
	1962	1963	1964	1965
Faculty Employed	-	-	-	<u>20</u>
Student Enrollment	-	-	-	<u>412</u>

INSTRUCTIONAL ADAPTATIONS

Nongraded---Lower Grades (1965)

Team Teaching

FORREST G. AVERILL



FORREST G. AVERILL SCHOOL
3200 Averill Court

FACILITIES

Constructed---1964	2 Kindergarten Rooms
Additions---none	12 Regular Classrooms
Capacity---460	2 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Ella Hasse, 1964

	1962	1963	1964	1965
Faculty Employed	-	-	<u>19</u>	<u>21</u>
Student Enrollment	-	-	361	429

INSTRUCTIONAL ADAPTATIONS

Ungraded---Entire School (1964-65)

Team Teaching

Experimenting with changing report for evaluation of children

Remedial Programs

BARNES AVENUE



BARNES AVENUE SCHOOL
1028 West Barnes Avenue

FACILITIES

Constructed---1919

2 Kindergarten Rooms
12 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1920, 1958

Capacity---430

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Vivian Winger, 1960
---Mr. Wayne Brown, 1966

	<u>1962</u> 18	<u>1963</u> 18	<u>1964</u> 19	<u>1965</u> 19
Faculty Employed				
Student Enrollment	426	394	409	420

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964)

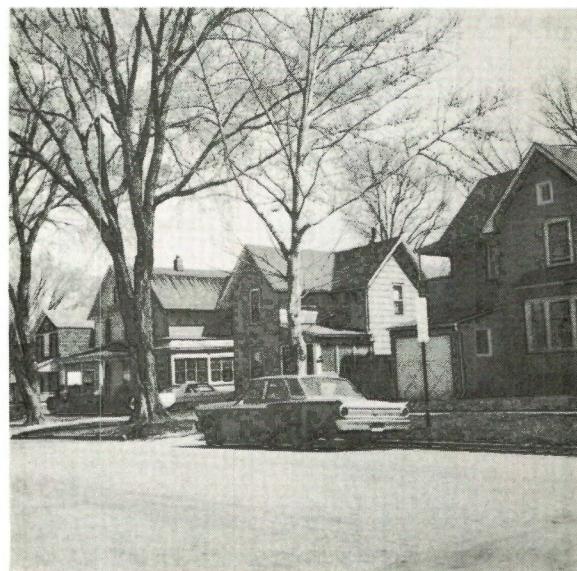
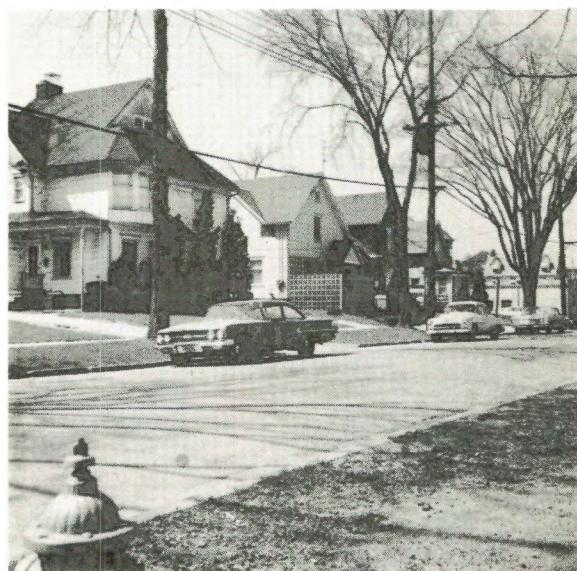
Nongraded---1-3 (1965)

Joplin Plan (1964)

Economic Education (1963)

School Choir (1965)

BINGHAM STREET



BINGHAM STREET SCHOOL
121 Bingham Street

FACILITIES

Constructed---1955	2 Kindergarten Rooms
Additions---none	10 Regular Classrooms
	1 Multipurpose Room
	1 Library
Capacity---375	

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

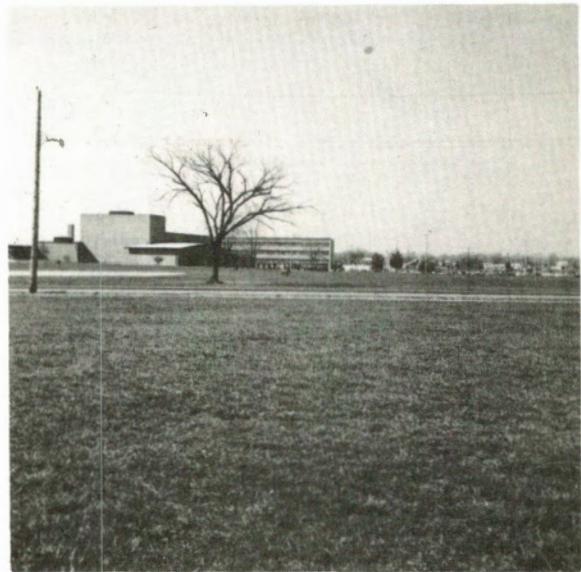
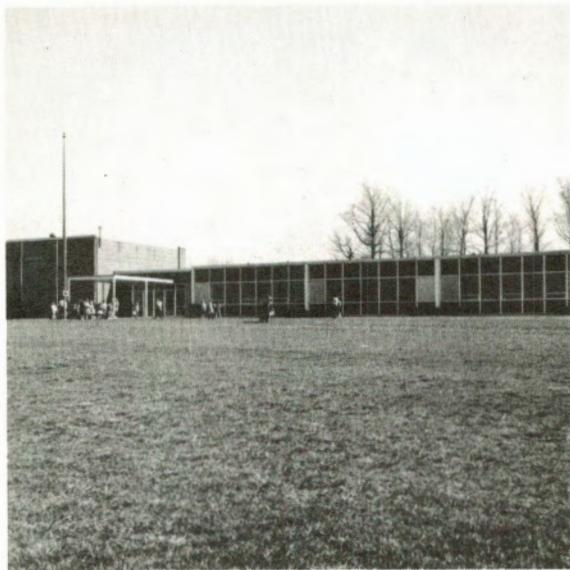
Principal---Mrs. Hazel Trebilcock, 1957

	1962	1963	1964	1965
Faculty Employed	18	18	18	19
Student Enrollment	393	364	384	394

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1962-65)

CAVANAUGH



CAVANAUGH SCHOOL
300 West Cavanaugh Street

FACILITIES

Constructed---1951 2 Kindergarten Rooms
Additions---none 14 Regular Classrooms
 1 Relocatable Unit
Capacity---485 1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Georgia Mead, 1957

	1962	1963	1964	1965
Faculty Employed	22	22	22	21
Student Enrollment	565	589	494	465

INSTRUCTIONAL ADAPTATIONS

3M Contest (use of audio-visual aids)

Individual Reading (1963)

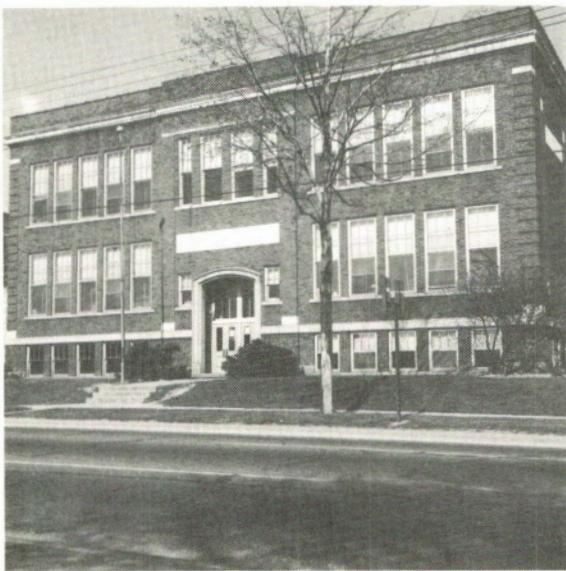
SMSG and Madison Plan Programs in Mathematics (1963)

Economic Education (1965)

SRA Reading Laboratory (1964)

Single Concept Audio-Visual tapes (1965)

CEDAR STREET



CEDAR STREET SCHOOL
1106 North Cedar Street

FACILITIES

Constructed---1918

1 Kindergarten Room
7 Regular Classrooms
1 Special Education
1 Library

Additions---1932

Capacity---255

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Barbara Marsh, 1959-62
---Miss Avice Penner, 1963

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	12	13	13	12
Student Enrollment	203	241	243	216

INSTRUCTIONAL ADAPTATIONS

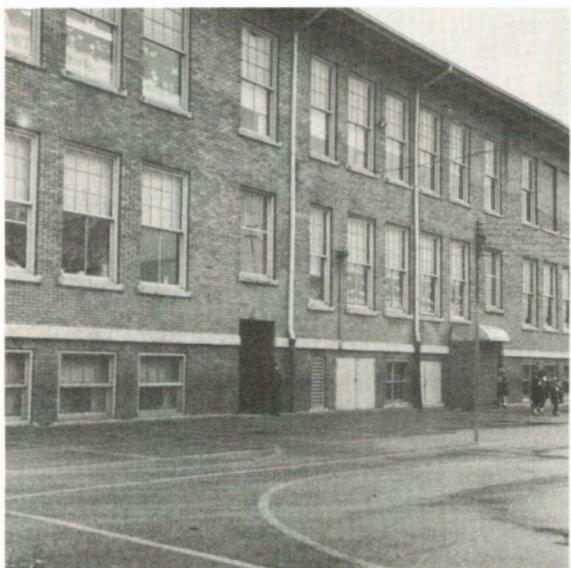
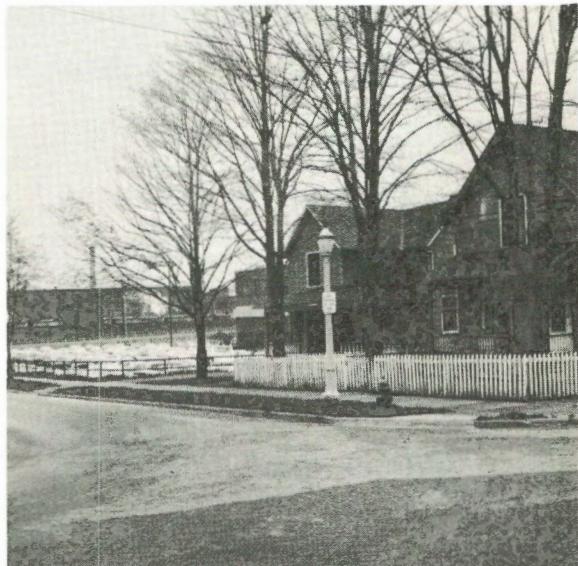
Remedial (EOA) (1965)

Head Start Programs (1965)

Economic Education (1965)

Elementary Home Economics for 5th and 6th grade girls (1965)

CHRISTIANCY STREET



CHRISTIANCY STREET SCHOOL
1401 Linval Street

FACILITIES

Constructed---1914	2 Kindergarten Rooms
Additions---none	7 Regular Classrooms
Capacity---320	2 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

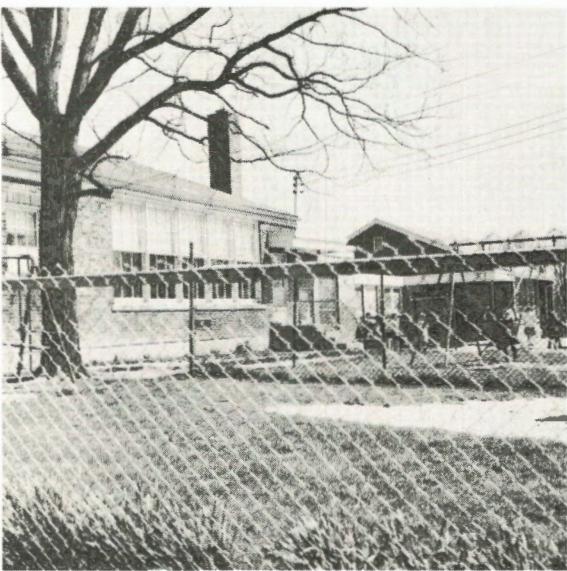
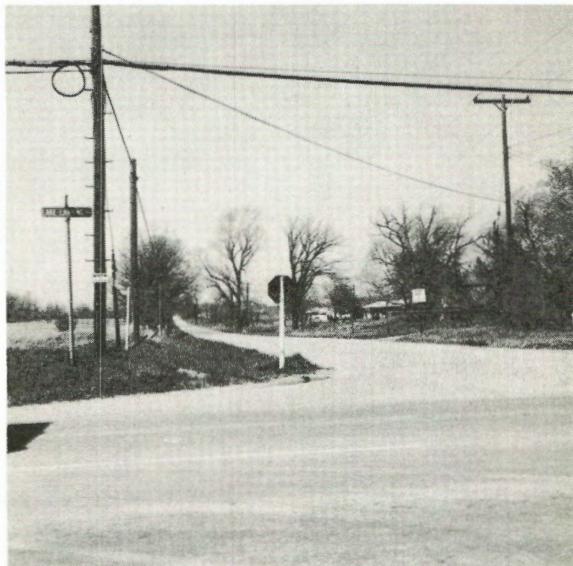
Principal---Mr. Richard Joseph, 1959

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	13	14	13	15
Student Enrollment	122	262	233	247

INSTRUCTIONAL ADAPTATIONS

Outdoor Education (1965)

COMMUNITY



COMMUNITY SCHOOL
3020 Lake Lansing Road

FACILITIES

Constructed---1893

5 Regular Classrooms

Additions---1950

Capacity---125

(Refer to Building and Sites Manual for specific details.).

ADMINISTRATIVE PERSONNEL

Principal---Mr. James Swift, 1962

---Miss Marguerite Hertel, 1963-64

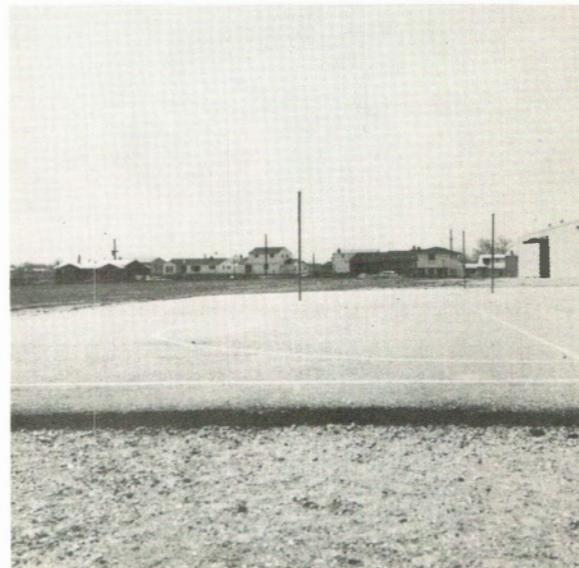
---Mrs. Mildred Richardson, 1965

	1962	1963	1964	1965
Faculty Employed	5	8	8	5
Student Enrollment	246	99	89	53

INSTRUCTIONAL ADAPTATIONS

Entire school facility devoted to Special Education (1965)

CUMBERLAND



CUMBERLAND SCHOOL
2801 Cumberland Road

FACILITIES

Constructed---1958

2 Kindergarten Rooms

Additions---1961

8 Regular Classrooms

1 Multipurpose Room

Capacity---320

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Orpha VerPlanck, 1961

	1962	1963	1964	1965
Faculty Employed	12	13	14	14
Student Enrollment	270	289	295	315

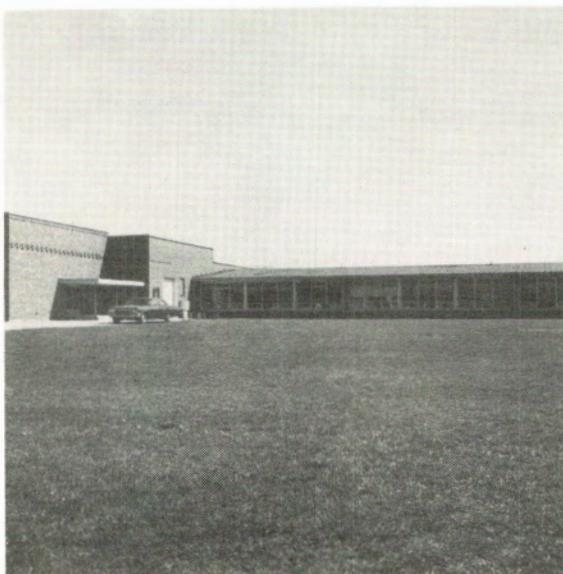
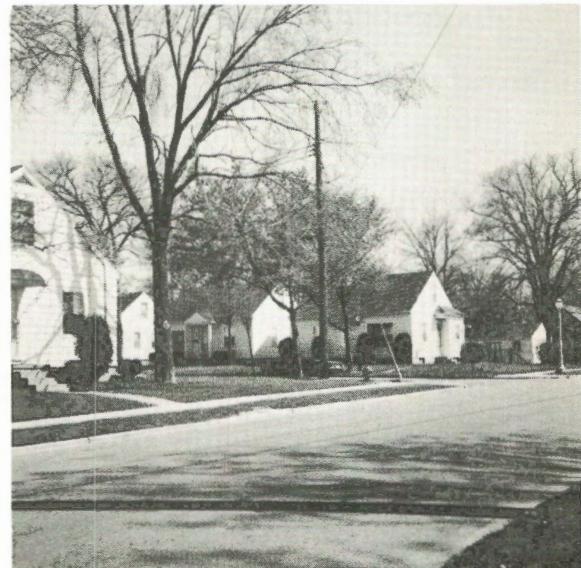
INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964)

Team Teaching (1965)

SMSG (1965)

ELMHURST



ELMHURST SCHOOL
2400 Pattengill Avenue

FACILITIES

Constructed---1950

2 Kindergarten Rooms

Additions--1951, 1957

15 Regular Classrooms

Capacity---510

1 Multipurpose Room

1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

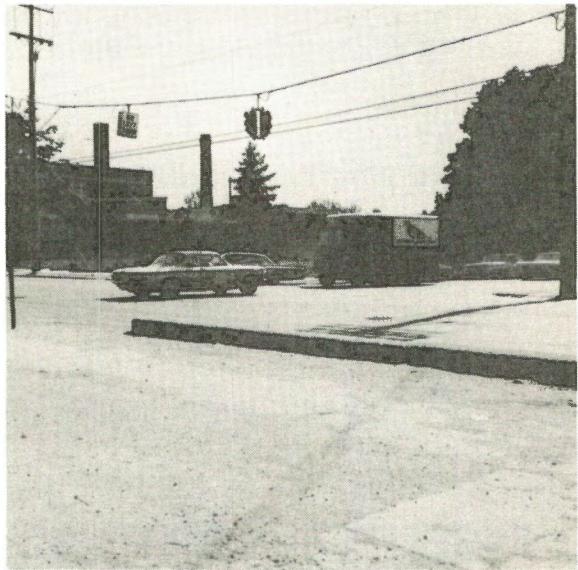
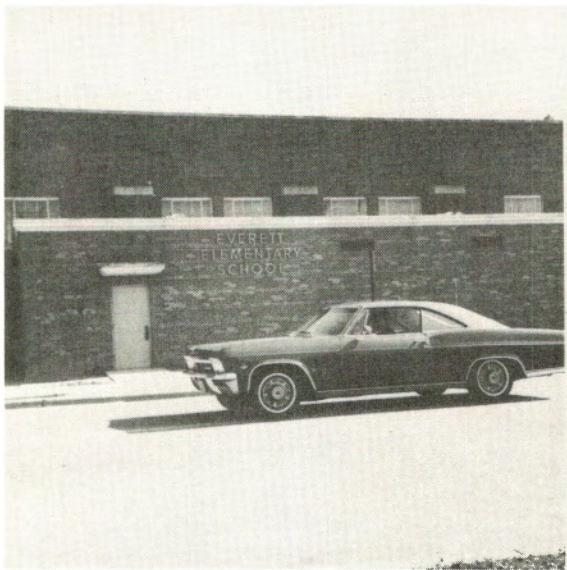
Principal---Miss Coral Lowry, 1955

	<u>1962</u> 23	<u>1963</u> 23	<u>1964</u> 23	<u>1965</u> 23
Faculty Employed				
Student Enrollment	568	611	539	491

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1962-1965)

EVERETT ELEMENTARY



EVERETT ELEMENTARY SCHOOL
3426 South Cedar Street

FACILITIES

Constructed---1923

2 Kindergarten Rooms

Additions---1934, 1937, 1939, 1947

17 Regular Classrooms

Capacity---565

1 Multipurpose Room

1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Elliot B. Tyler, 1958

	1962	1963	1964	1965
Faculty Employed	26	25	25	25
Student Enrollment	582	589	588	572

INSTRUCTIONAL ADAPTATIONS

i/t/a and Remedial Reading (1965)

Economics (1964)

FAIRVIEW



FAIRVIEW SCHOOL
815 North Fairview Avenue

FACILITIES

Constructed---1954

2 Kindergarten Rooms
10 Regular Classrooms

Additions---1957, 1958

4 Primary Units
(Groesbeck)

Capacity---500

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Hilda Menger, 1954-62

---Mrs. Laurene Horizzny, 1963

	<u>1962</u> 20	<u>1963</u> 20	<u>1964</u> 20	<u>1965</u> 21
Faculty Employed				
Student Enrollment	515	511	509	450

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1965)

SMSG (1963)

Economics (1963)

FOREST ROAD



FOREST ROAD SCHOOL
2014 Forest Road

FACILITIES

Constructed---1937 8 Regular Classrooms

Additions---1947

Capacity---220

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

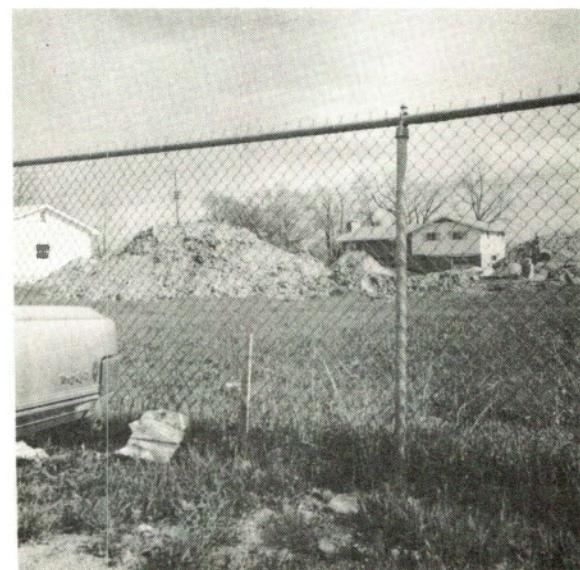
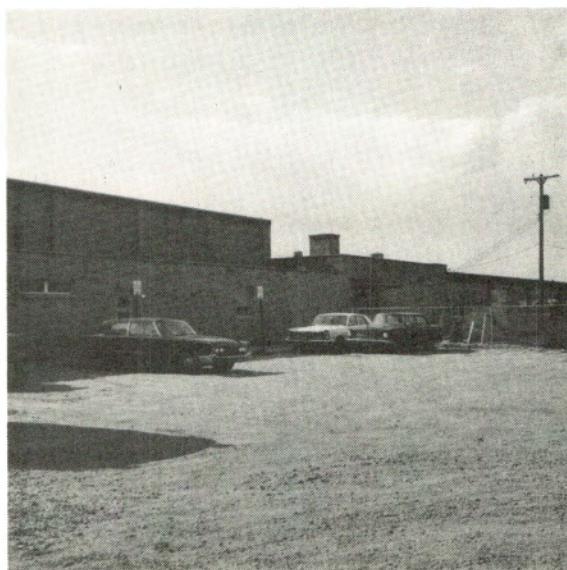
Principal---Mr. Stanton Scarborough, 1963

	1962	1963	1964	1965
Faculty Employed	-	11	11	10
Student Enrollment	-	151	178	166

INSTRUCTIONAL ADAPTATIONS

Remedial (EOA) (1965)

FOREST VIEW



FOREST VIEW SCHOOL
3119 Stoneleigh Drive

FACILITIES

Constructed---1957

1 Kindergarten Room
7 Regular Classrooms

Additions---1964

Capacity---240

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

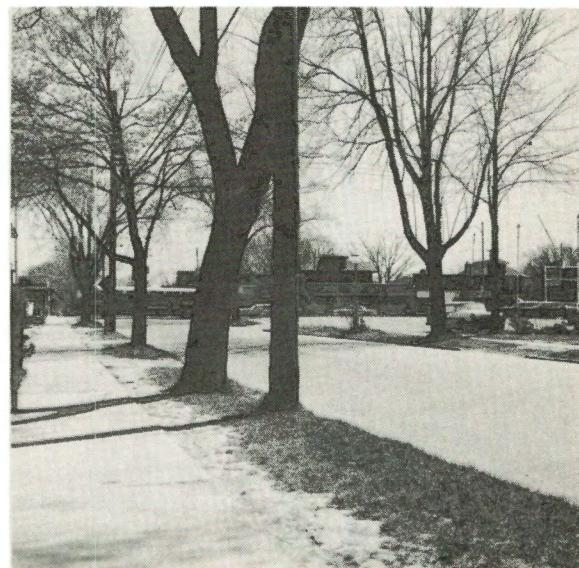
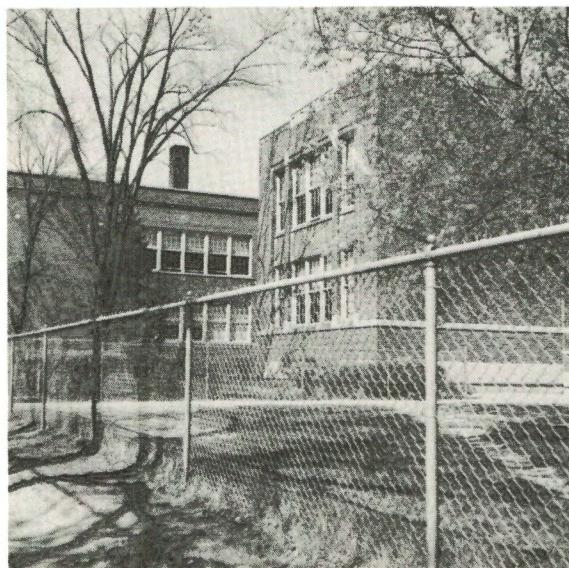
Principal---Mr. Stanton Scarborough, 1963

	1962	1963	1964	1965
Faculty Employed	-	11	12	12
Student Enrollment	-	247	235	246

INSTRUCTIONAL ADAPTATIONS

Remedial (EOA) (1965)

FOSTER AVENUE



FOSTER STREET SCHOOL
200 North Foster Avenue

FACILITIES

Constructed---1917

2 Kindergarten Rooms
16 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1918, 1931

Capacity---540

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

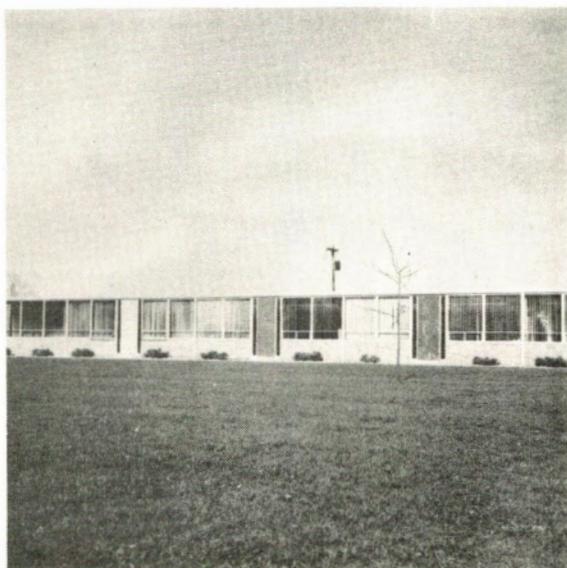
Principal---Mr. Warren D. Bailey, 1957
---Mr. Robert Brackstone, 1966

	1962	1963	1964	1965
Faculty Employed	22	20	22	24
Student Enrollment	548	465	485	535

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-65)

HARLEY FRANKS



HARLEY FRANKS SCHOOL
2924 Newark

FACILITIES

Constructed---1960

1 Kindergarten Room

Additions---none

8 Regular Classrooms

1 Special Education

Capacity---285

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Wilber Bockstahler, 1965

	1962	1963	1964	1965
Faculty Employed	-	-	-	<u>13</u>
Student Enrollment	-	-	-	213

INSTRUCTIONAL ADAPTATIONS

GENESEE STREET



GENESEE STREET SCHOOL
835 West Genesee Street

FACILITIES

Constructed---1912	2 Kindergarten Rooms
Additions---1961	9 Regular Classrooms
Capacity---375	2 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Darene Sessions, 1956-1964
---Mr. Gerald Marquardt, 1965

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	14	16	16	17
Student Enrollment	315	333	334	331

INSTRUCTIONAL ADAPTATIONS

GIER PARK



GIER PARK SCHOOL
401 East Gier Park

FACILITIES

Constructed---1953	2 Kindergarten Rooms
Additions---1957	12 Regular Classrooms
Capacity---415	1 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Margaret Blankenburg, 1953

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	18	18	20	20
Student Enrollment	424	405	402	393

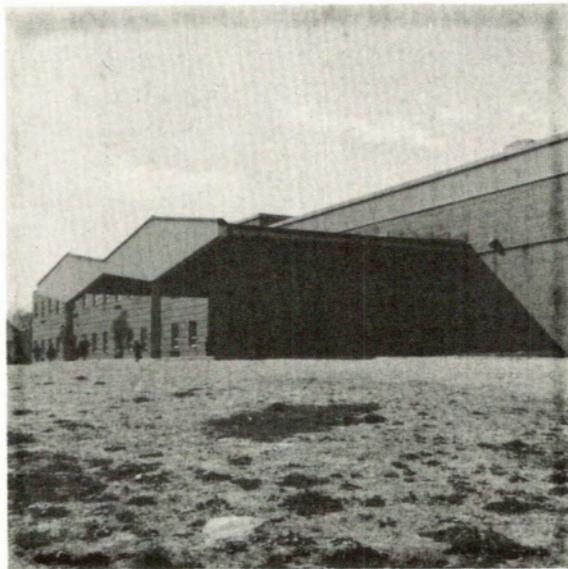
INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-1965)

Non-graded Reading (1964)

Elementary Counseling (1963)

GRAND RIVER AVENUE



GRAND RIVER SCHOOL
1107 East Grand River Avenue

FACILITIES

Constructed---1961

2 Kindergarten Rooms
16 Regular Classrooms
1 Multipurpose Room
1 Library

Addition---none

Capacity---540

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

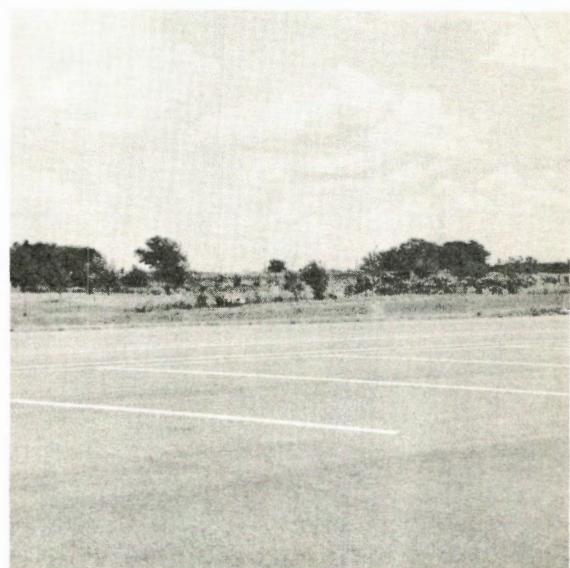
Principal---Miss Hazel Christenson, 1953-1962
---Miss Barbara Marsh, 1963

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	22	22	22	23
Student Enrollment	522	503	503	393

INSTRUCTIONAL ADAPTATIONS

Community-School Coordinator (1965)

GUNNISONVILLE



GUNNISONVILLE SCHOOL
1454 East Clark Road

FACILITIES

Constructed---1954

1 Kindergarten Room
12 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1959, 1965

Capacity---380

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

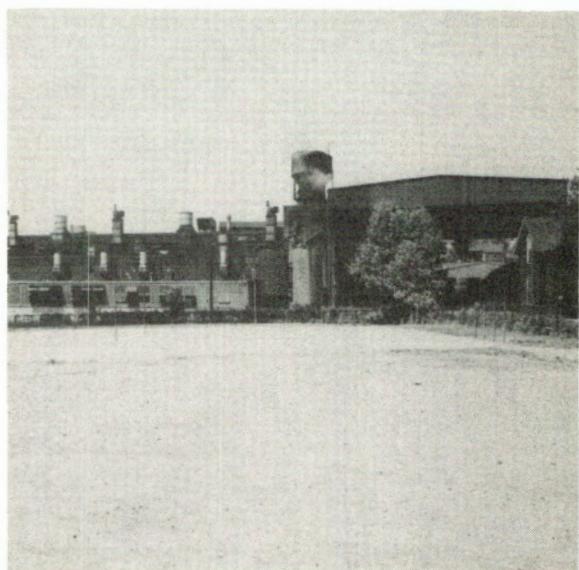
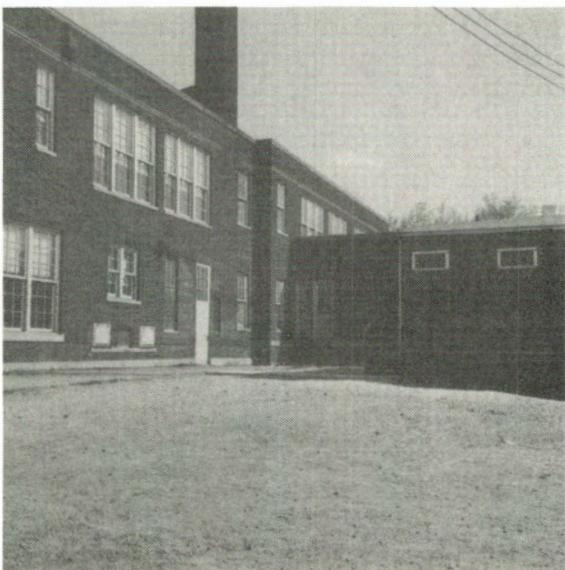
Principal---Mrs. Lola Harmon, 1965

	1962	1963	1964	<u>1965</u>
Faculty Employed	-	-	-	10
Student Enrollment	-	-	-	269

INSTRUCTIONAL ADAPTATIONS

Annexed 1965

HIGH STREET



HIGH STREET SCHOOL
1717 High Street

FACILITIES

Constructed---1917

1 Kindergarten Room
12 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1930

Capacity---380

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Mildred Anderson, 1940-1962
---Mr. Ford Ceasar, 1963

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	16	17	17	18
Student Enrollment	378	366	378	371

INSTRUCTIONAL ADAPTATIONS

Campus Community Commission (1965)

Economics (1965)

School Camping

Nursery School (1965)

Modern Mathematics for Parents

Adult Literary classes

HOLMES STREET



HOLMES STREET SCHOOL
1030 South Holmes Street

FACILITIES

Constructed---1923

2 Kindergarten Rooms

Additions---1929

14 Regular Classrooms

1 Multipurpose Room

1 Library

Capacity---485

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Frances Sauber, 1952-1964
---Mrs. Helen Olk, 1964

	<u>1962</u> 19	<u>1963</u> 20	<u>1964</u> 21	<u>1965</u> 19
Faculty Employed				
Student Enrollment	483	460	524	469

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-1965)

Nongraded - L (1963-1965)

4th Grade awarded Citation of Merit by trustees of American Museum of Immigration for contribution to proposed museum at foot of Statue of Liberty

HORSEBROOK



HORSEBROOK SCHOOL
3500 North Grand River Avenue

FACILITIES

Constructed---1953

1 Kindergarten Room

Additions---1956, 1961

6 Regular Classrooms

1 Multipurpose Room

1 Library

Capacity---215

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Alice Bottum, 1958

	<u>1962</u> 10	<u>1963</u> 10	<u>1964</u> 11	<u>1965</u> 11
Faculty Employed				
Student Enrollment	194	186	192	198

INSTRUCTIONAL ADAPTATIONS

Nongraded - L (1962-1964)

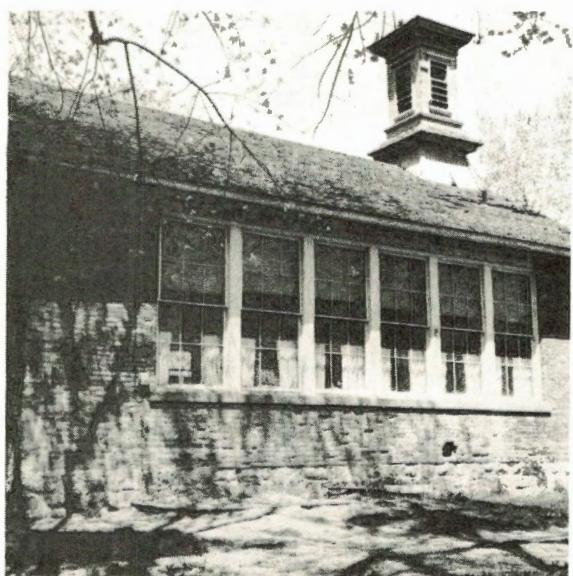
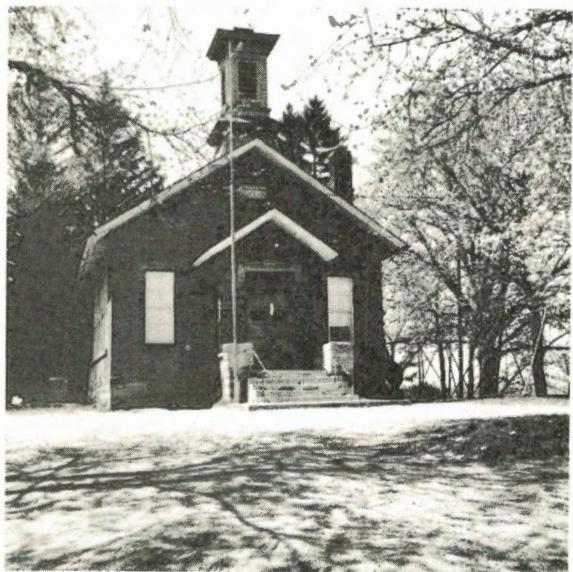
Nongraded - entire school (1965)

Advanced Instruction (1964-1965)

S.R.A. Reading

Modern Mathematics

HURD



HURD SCHOOL
DeWitt Road, R. #4, Lansing

FACILITIES

Constructed---1949

1 Kindergarten Room
4 Regular Classrooms

Additions---1952

Capacity---160

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Helen Horton, teaching principal

	1962	1963	1964	<u>1965</u>
Faculty Employed	-	-	-	6
Student Enrollment	-	-	-	144

INSTRUCTIONAL ADAPTATIONS

Annexed November, 1965

KALAMAZOO STREET



KALAMAZOO STREET SCHOOL
519 West Kalamazoo Street

FACILITIES

Constructed---1924

2 Kindergarten Rooms
19 Regular Classrooms

Additions---1957

Capacity---620

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Ford S. Ceasar, 1956-1962
---Mr. Ben McComb, 1963

	<u>1962</u> 25	<u>1963</u> 25	<u>1964</u> 26	<u>1965</u> 27
Faculty Employed				
Student Enrollment	562	576	605	556

INSTRUCTIONAL ADAPTATIONS

Nongraded---1-3 (1965)

Remedial-(EOA)

KENDON



KENDON ELEMENTARY SCHOOL
827 Kendon Drive

FACILITIES

Constructed---1958

2 Kindergarten Rooms
12 Regular Classrooms

Additions---1962

1 Multipurpose Room
1 Library

Capacity---420

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Signe Corneliuson, 1960-1961

---Mrs. Ruth Shapton, 1962

	<u>1962</u> 18	<u>1963</u> 18	<u>1964</u> 18	<u>1965</u> 18
Faculty Employed				
Student Enrollment	420	426	395	397

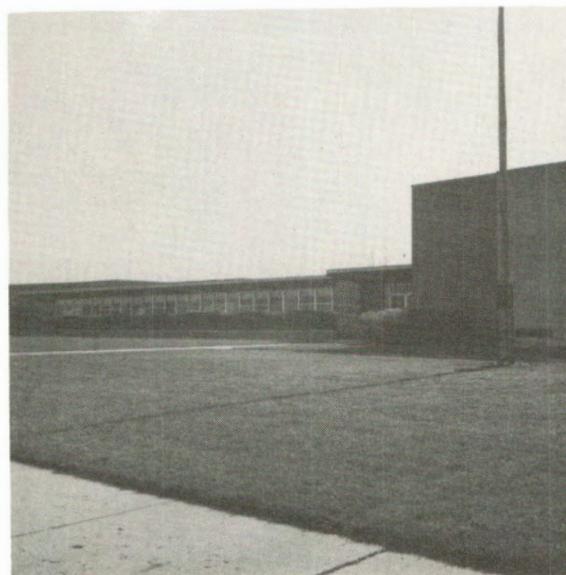
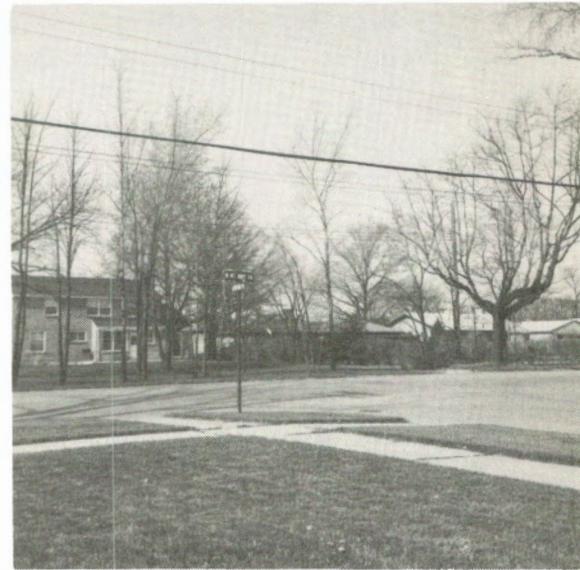
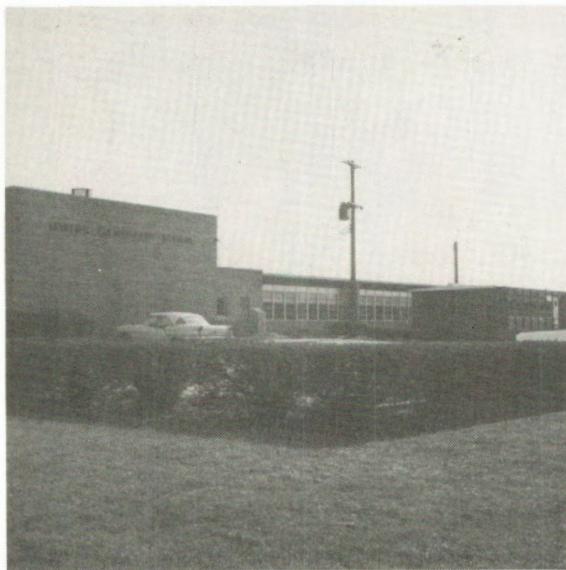
INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-1965)

Nongraded---1-3 (1965)

Joplin Reading Plan (1963)

LEWTON



LEWTON ELEMENTARY SCHOOL
2000 Lewton Place

FACILITIES

Constructed---1957	2 Kindergarten Rooms
Additions---none	10 Regular Classrooms
Capacity---425	2 Relocatable Units
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Evelyn Anderson, 1957

	1962	1963	1964	1965
Faculty Employed	15	15	18	19
Student Enrollment	370	447	419	439

INSTRUCTIONAL ADAPTATIONS

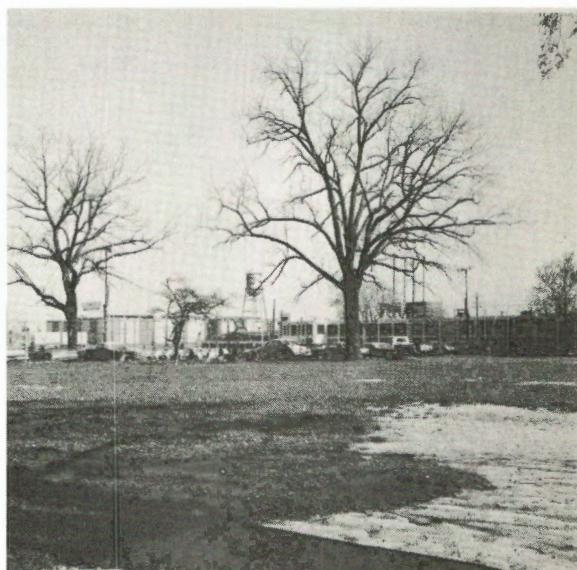
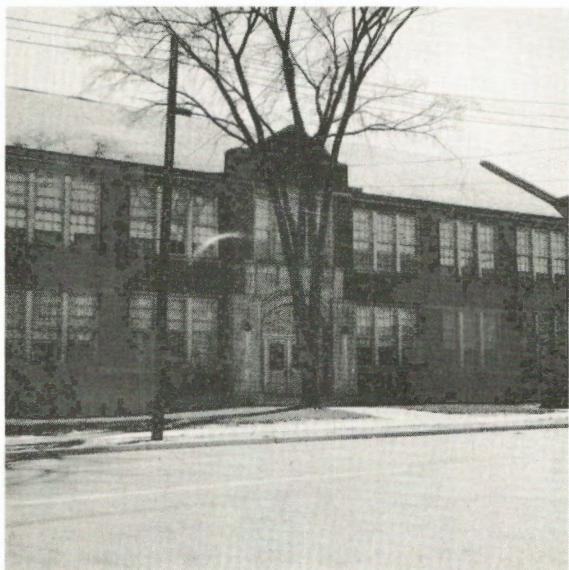
Nongraded---L (1964-1965)

Advanced Instruction (1964-1965)

Remedial Reading (1964)

National Safety Award---8 consecutive years.

LINCOLN



LINCOLN SCHOOL
1023 Williams Street

FACILITIES

Constructed---1937

Additions---none

Capacity---Discontinued as elementary school in 1965

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Olivia Letts, 1961-1964

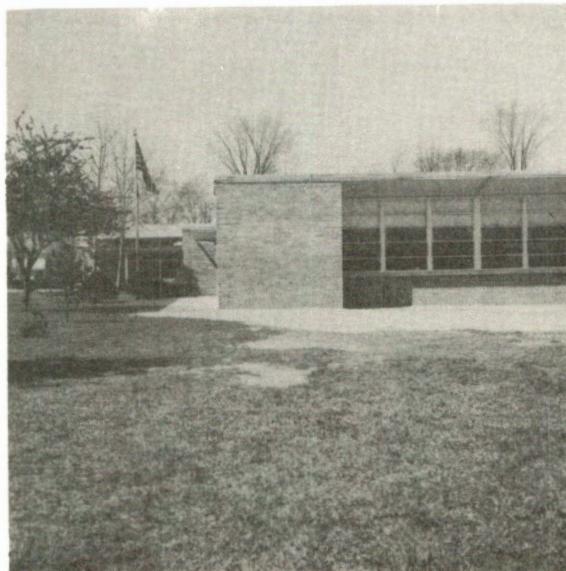
---Mr. Robert Gutshall (Coordinator), 1965

	1962	1963	1964	1965
Faculty Employed	11	11	12	8
Student Enrollment	182	176	135	13

INSTRUCTIONAL ADAPTATIONS

Temporarily used for emotionally disturbed children. (1965)

LYONS AVENUE



LYONS AVENUE SCHOOL
2901 Lyons Avenue

FACILITIES

Constructed---1952

1 Kindergarten Room
9 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1953, 1958

Capacity---295

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Marian T. Spink, 1955

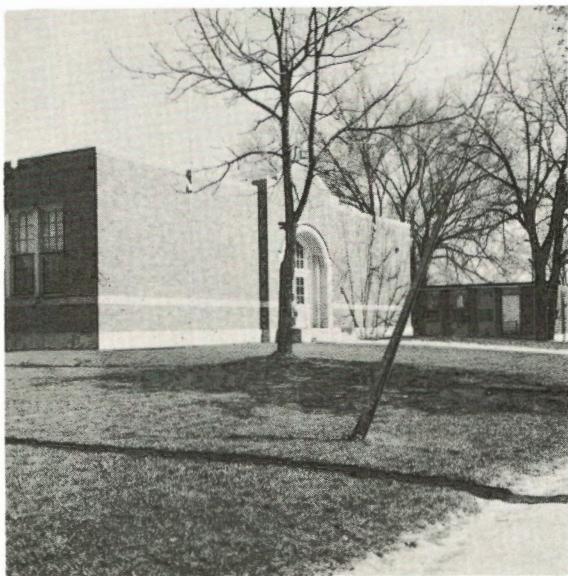
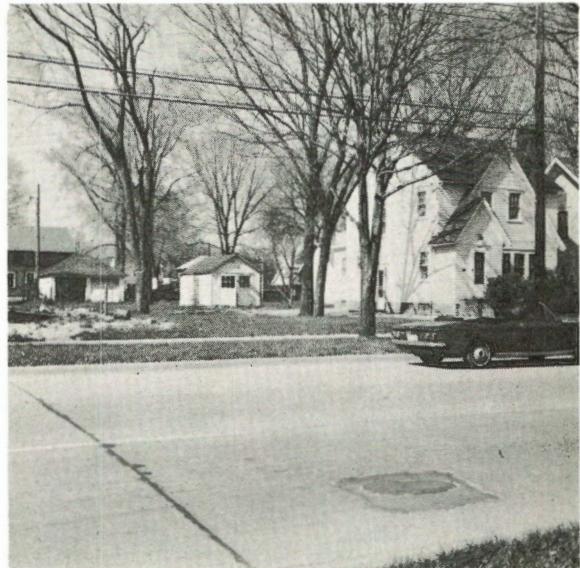
	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	14	14	14	14
Student Enrollment	325	294	300	290

INSTRUCTIONAL ADAPTATIONS

Economic

National Safety Award---9 consecutive years.

MAIN STREET



MAIN STREET SCHOOL
1715 West Main Street

FACILITIES

Constructed---1929	1 Kindergarten Room
Additions---1953, 1954	11 Regular Classrooms
	1 Multipurpose Room
Capacity---375	1 Library
	1 Relocatable Unit

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. J. E. Hayes, 1957

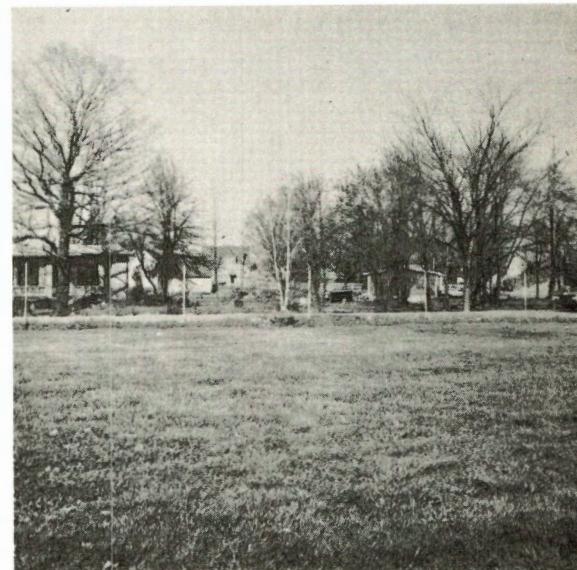
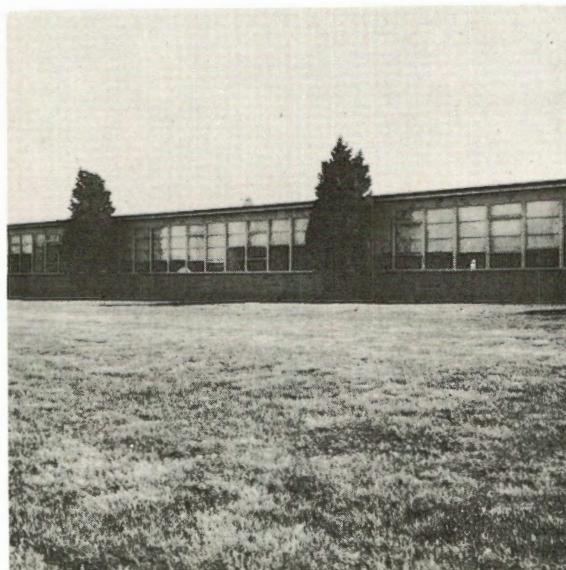
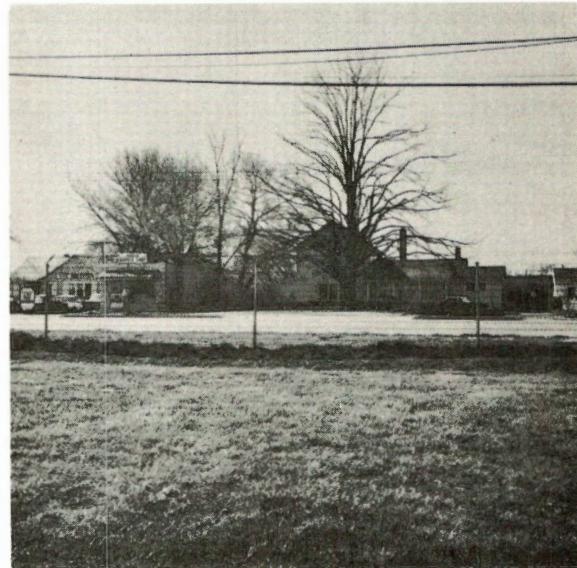
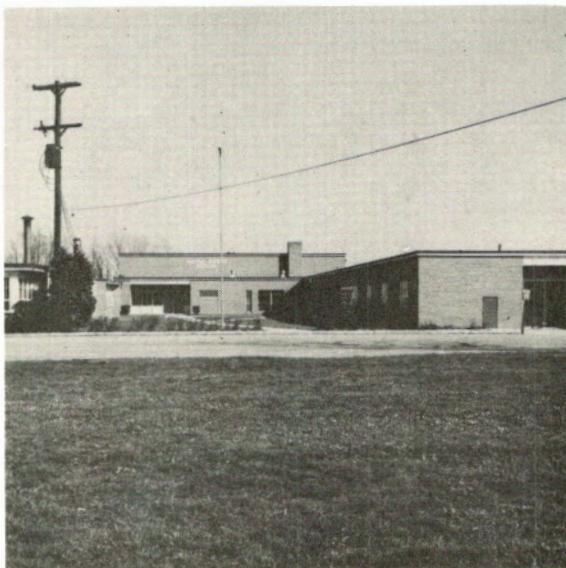
	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	18	18	19	19
Student Enrollment	432	448	399	371

INSTRUCTIONAL ADAPTATIONS

Nongraded---1-3 (1964-1965)

50 Students bused to Walnut (1964-1965)

MAPLE GROVE



MAPLE GROVE SCHOOL
6031 South Logan

FACILITIES

Constructed---1949	2 Kindergarten Rooms
Additions---1957	15 Regular Classrooms
	1 Special Education
	1 Multipurpose Room
Capacity---525	

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

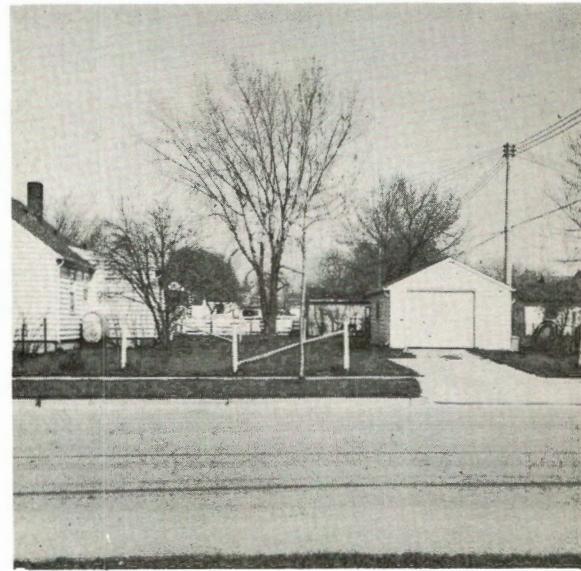
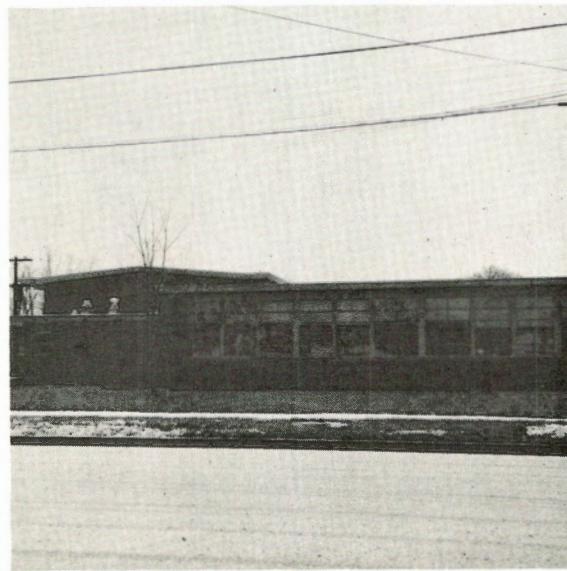
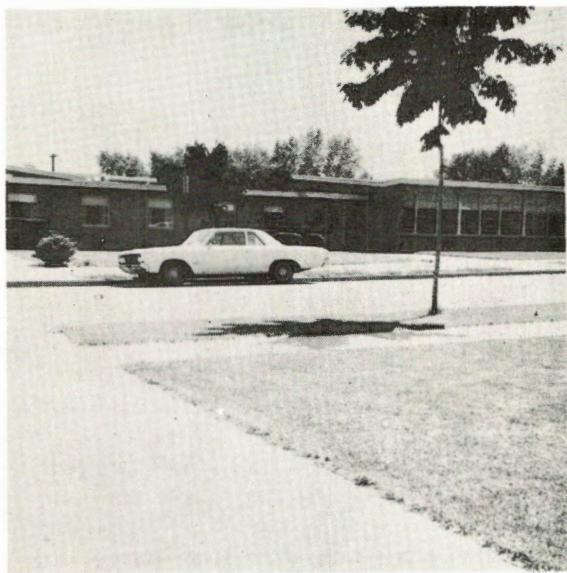
Principal---Mr. Harley Franks, 1965

	1962	1963	1964	<u>1965</u>
Faculty Employed	-	-	-	20
Student Enrollment	-	-	-	401

INSTRUCTIONAL ADAPTATIONS

Annexed to Lansing School District (1965)

MAPLE HILL



MAPLE HILL SCHOOL
640 Maple Hill Avenue

FACILITIES

Constructed---1952

1 Kindergarten Room
9 Regular Classrooms

Additions---1953, 1961

1 Multipurpose Room
1 Library

Capacity---295

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Marian A. Cole, 1953

	1962	1963	1964	1965
Faculty Employed	13	14	14	14
Student Enrollment	304	313	281	249

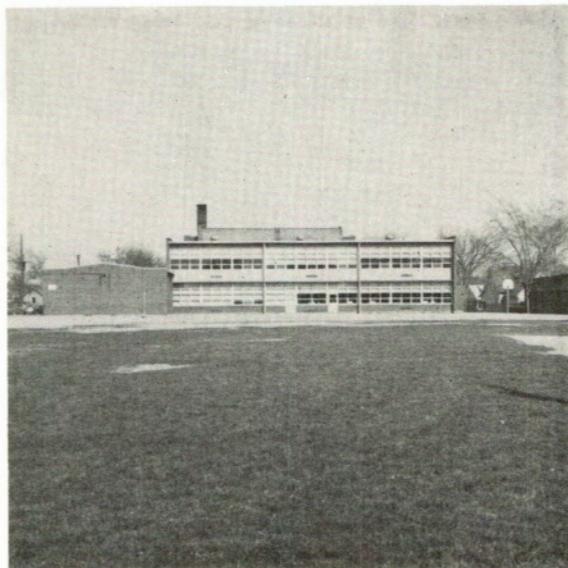
INSTRUCTIONAL ADAPTATIONS

Nongraded---1-3 (1962)

Nongraded---4th year (1964)

Remedial Reading

MAPLEWOOD



MAPLEWOOD SCHOOL
2216 South Cedar Street

FACILITIES

Constructed---1918	2 Kindergarten Rooms
Additions---1952	12 Regular Classrooms
Capacity---430	1 Multipurpose Room
	1 Library
	1 Branch Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Ella Hasse, 1944-1963
---Miss Anna Brewer, 1964

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	17	18	18	20
Student Enrollment	410	389	422	402

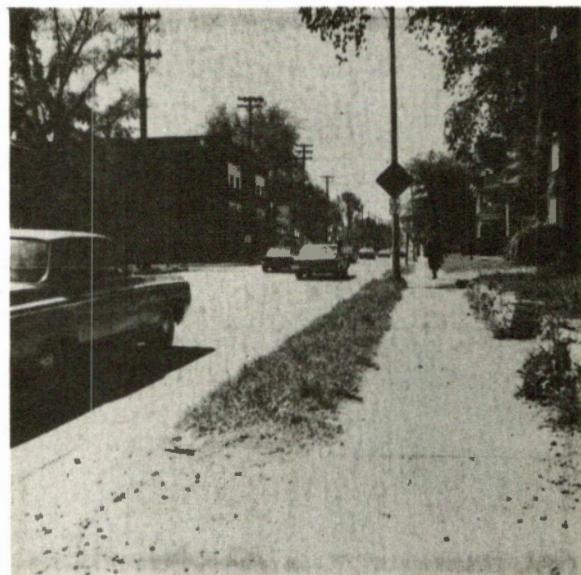
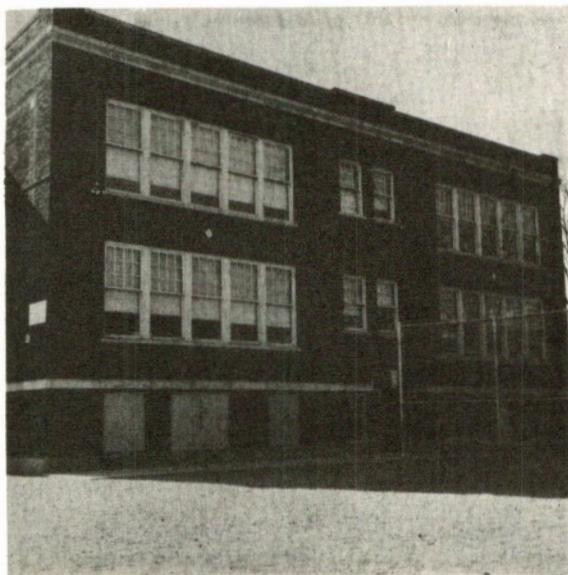
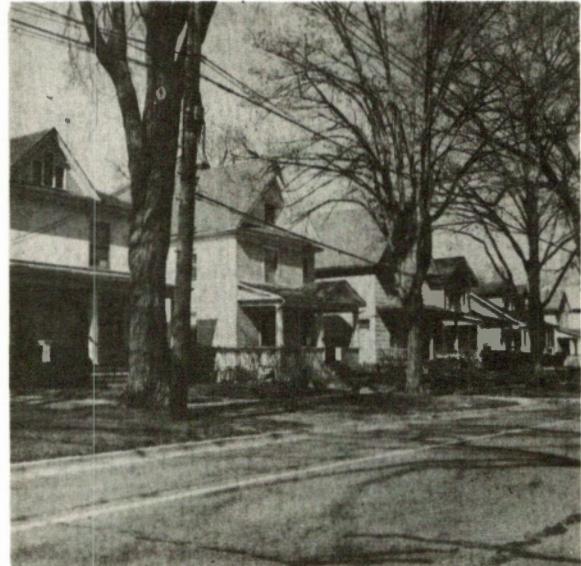
INSTRUCTION ADAPTATIONS

Nongraded---L (1962-1964)

Nongraded---entire school (1965)

Advanced Instruction (1965)

MICHIGAN AVENUE



MICHIGAN AVENUE SCHOOL
1019 West Michigan Avenue

FACILITIES

Constructed---1916

1 Kindergarten Room
12 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---none

Capacity---380

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Edward T. Spink, 1960-1962
---Mr. George Anderson, 1963

	<u>1962</u> 17	<u>1963</u> 18	<u>1964</u> 17	<u>1965</u> 18
Faculty Employed				
Student Enrollment	352	368	355	390

INSTRUCTIONAL ADAPTATIONS

Community-School Coordinator

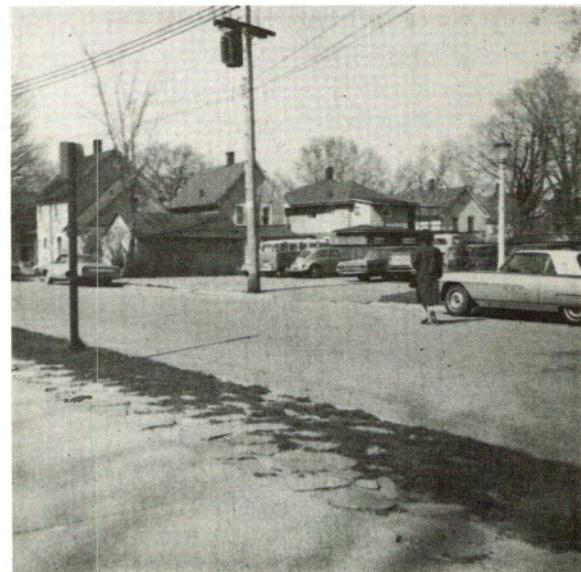
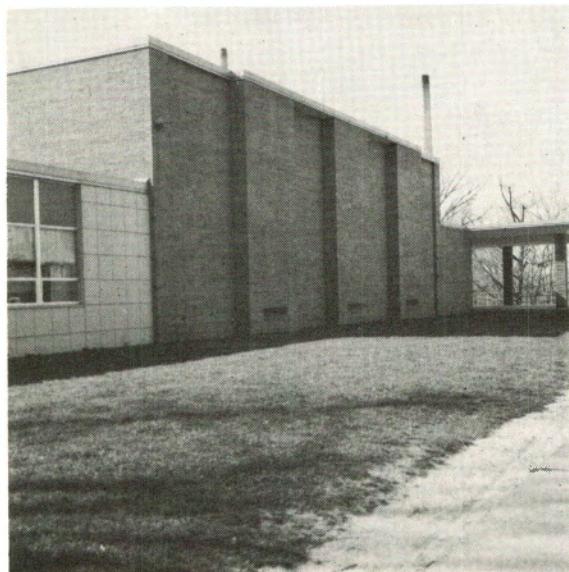
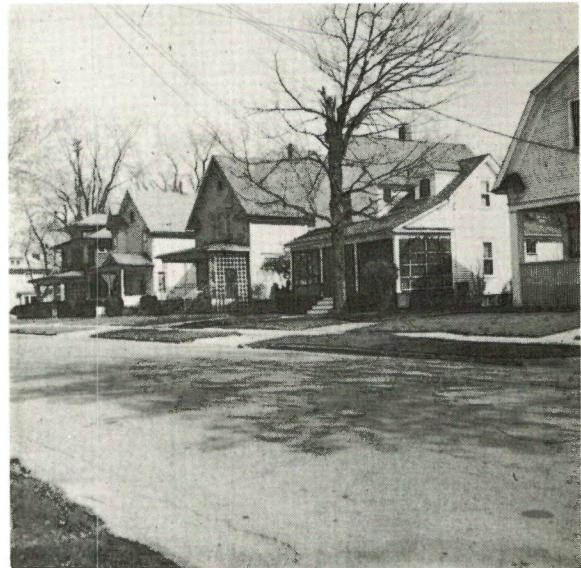
Listening Habits Project (1965)

Modified Joplin in 4th and 6th Grades (1965)

Helping Teacher Service (1965)

Monthly Award Assembly for Good Citizenship

MOORES PARK



MOORES PARK SCHOOL
316 Moores River Drive

FACILITIES

Constructed---1958 2 Kindergarten Rooms
Additions---none 11 Regular Classrooms
 1 Multipurpose Room
Capacity---400 1 Library

(Refer to Building and Sites Manual for specific details.)

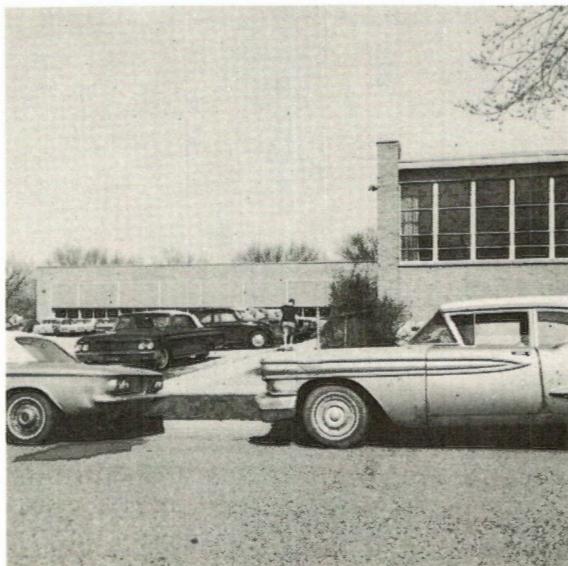
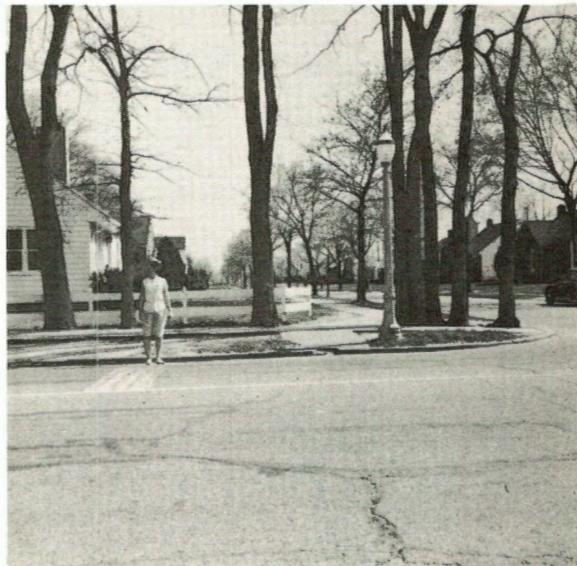
ADMINISTRATIVE PERSONNEL

Principal---Miss Esses Lindquist, 1935-1963
---Miss Ina Norrback, 1964
---Miss Vivian Winger, 1966

	1962	1963	1964	1965
Faculty Employed	16	18	18	18
Student Enrollment	397	421	424	382

INSTRUCTIONAL ADAPTATIONS

MOUNT HOPE AVENUE



MOUNT HOPE AVENUE SCHOOL
1215 East Mount Hope Avenue

FACILITIES

Constructed---1949	2 Kindergarten Rooms
Additions---1953	14 Regular Classrooms
	1 Multipurpose Room
Capacity---485	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Margaret I. Knapp, 1949

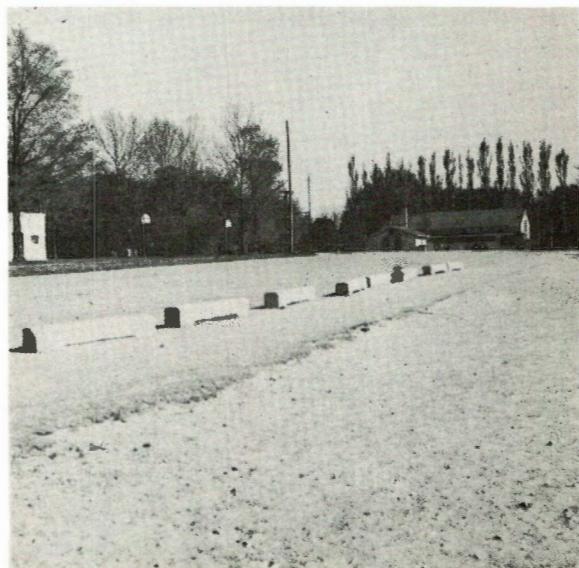
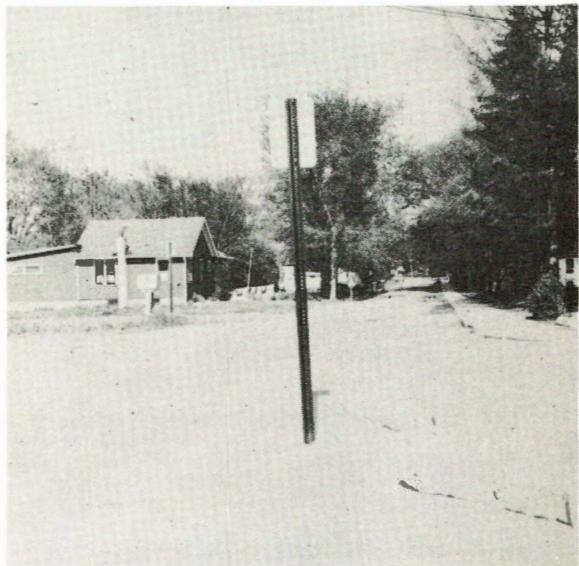
	1962	1963	1964	1965
Faculty Employed	20	18	21	21
Student Enrollment	451	443	433	469

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1962-1965)

Students bused from Lincoln area (1965)

NORTH



NORTH SCHOOL
5136 Curry Lane

FACILITIES

Constructed---1839 (original) 2 Kindergarten Rooms
Additions---1934, 1953 17 Regular Classrooms
 1 Multipurpose Room

Capacity---565

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Robert Brackstone, 1961
 ---Mr. Warren Bailey, 1966

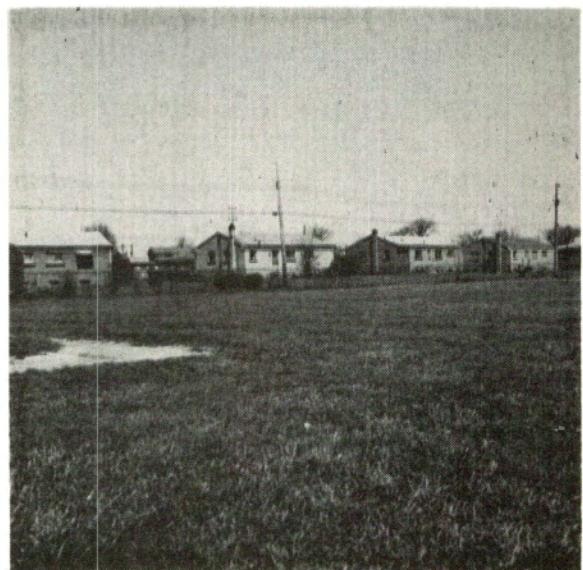
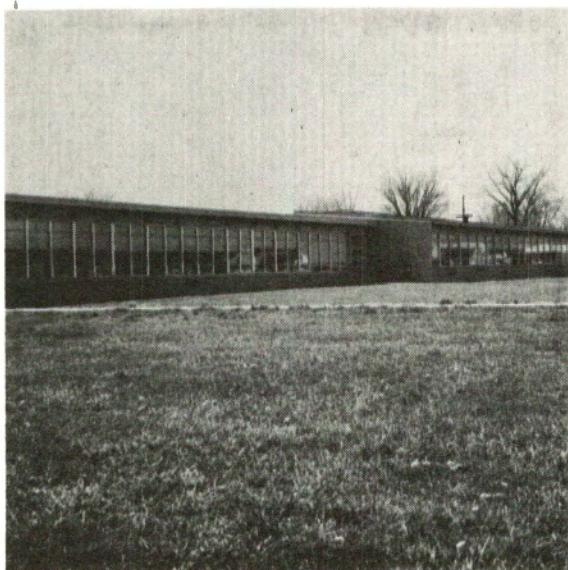
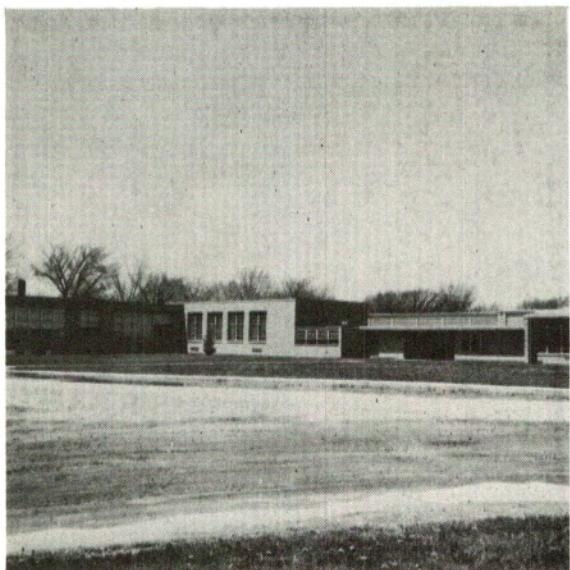
	<u>1962</u> 30	<u>1963</u> 30	<u>1964</u> 31	<u>1965</u> 23
Faculty Employed				
Student Enrollment	867	853	847	565

INSTRUCTIONAL ADAPTATIONS

Annexed to Lansing School District (1963)

Ungraded (1963)

NORTHWESTERN



NORTHWESTERN SCHOOL
2908 Andrew Street

FACILITIES

Constructed---1939

1 Kindergarten Room
12 Regular Classrooms

Additions---1945, 1952, 1957

1 Multipurpose Room
1 Library

Capacity---380

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. John Hunt, 1959

	1962	1963	1964	1965
Faculty Employed	14	15	15	15
Student Enrollment	316	313	310	329

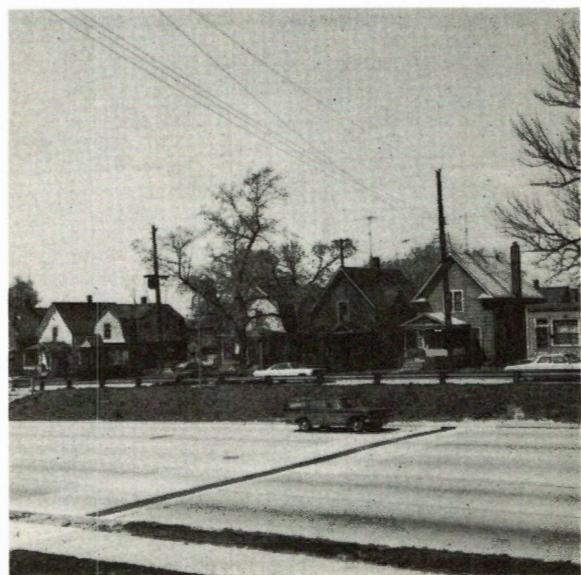
INSTRUCTIONAL ADAPTATIONS

Team Teaching (1962)

Elementary Counseling (1963)

Outdoor Education Program

OAK PARK



OAK PARK SCHOOL
620 Lesher Place

FACILITIES

Constructed---1916	1 Kindergarten Room
Additions---1918	9 Regular Classrooms
	1 Special Education
	1 Library
Capacity---310	

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Ina Norrback, 1939-1963
---Miss Evelyn Clark, 1964

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	16	14	15	16
Student Enrollment	290	296	268	249

INSTRUCTIONAL ADAPTATIONS

Nongraded---Primary (1964)

Joplin Reading (1965)

Team Teaching (1965)

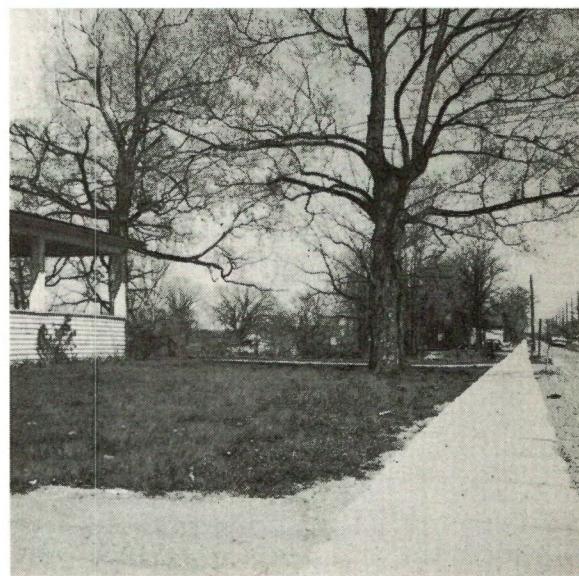
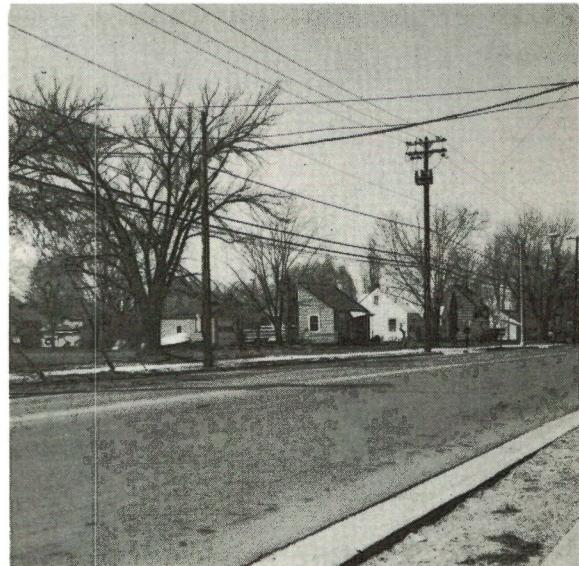
Economics (1965)

Parent Instruction

Boys and Girls luncheon clubs

English for Spanish speaking adults

PLEASANT GROVE



PLEASANT GROVE SCHOOL
2130 West Holmes Road

FACILITIES

Constructed---1929	2 Kindergarten Rooms
Additions---1950	16 Regular Classrooms
	1 Special Education
Capacity---555	1 Multipurpose

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

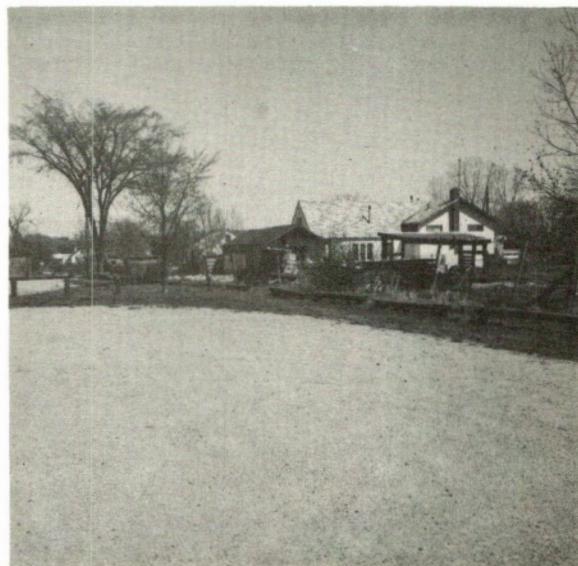
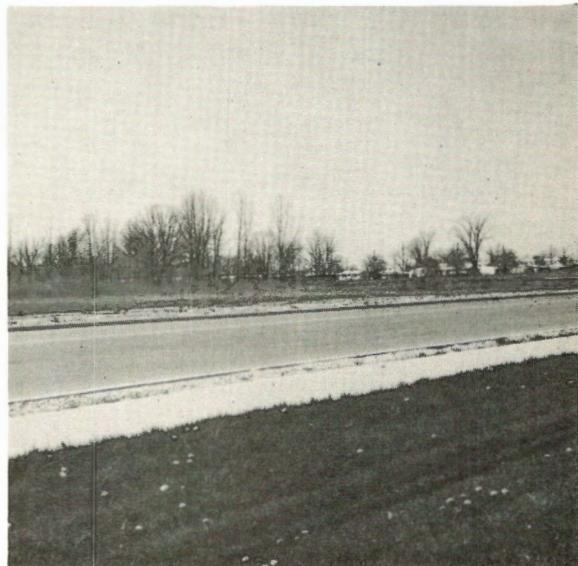
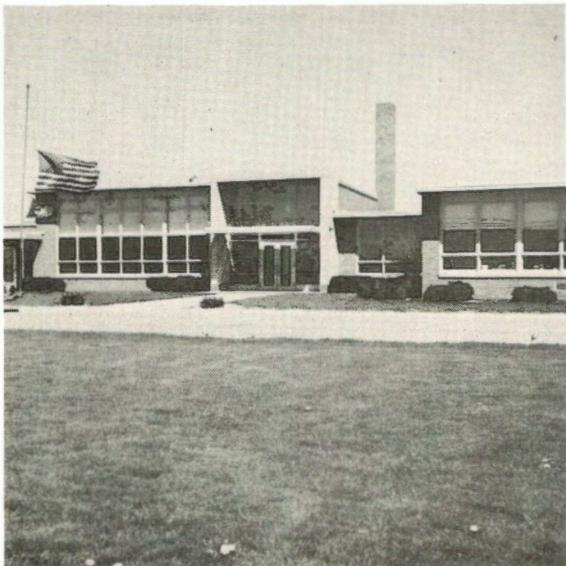
Principal---Mr. William Webb, 1959-62
---Mr. Edward R. Spink, 1963

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	23	22	25	24
Student Enrollment	609	626	503	528

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-65)

PLEASANT VIEW



PLEASANT VIEW SCHOOL
4501 Pleasant View Road

FACILITIES

Constructed---1954

2 Kindergarten Rooms
15 Regular Classrooms
1 Library
1 Multipurpose Room and Commons

Additions---1955, 1956

- 1 Library
- 1 Multipurpose Room and Commons

Capacity---510

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Violet M. Campbell, 1958

	<u>1962</u> 15	<u>1963</u> 20	<u>1964</u> 22	<u>1965</u> 22
Faculty Employed				
Student Enrollment	362	519	493	491

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-65)

POST OAK



POST OAK SCHOOL
2320 Post Oak Lane

FACILITIES

Constructed---1965

1 Kindergarten Room
9 Regular Classrooms
2 Special Education

Additions---Proposed 1966

Capacity---325

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

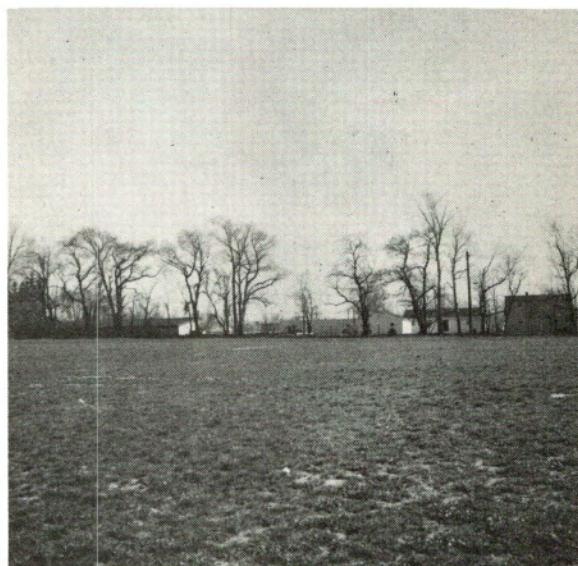
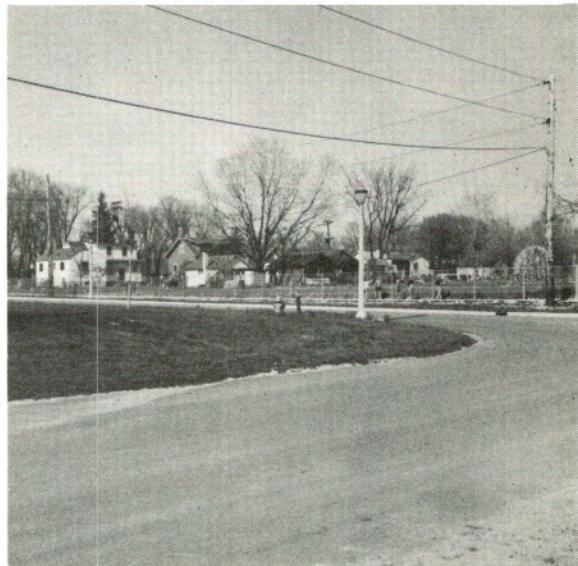
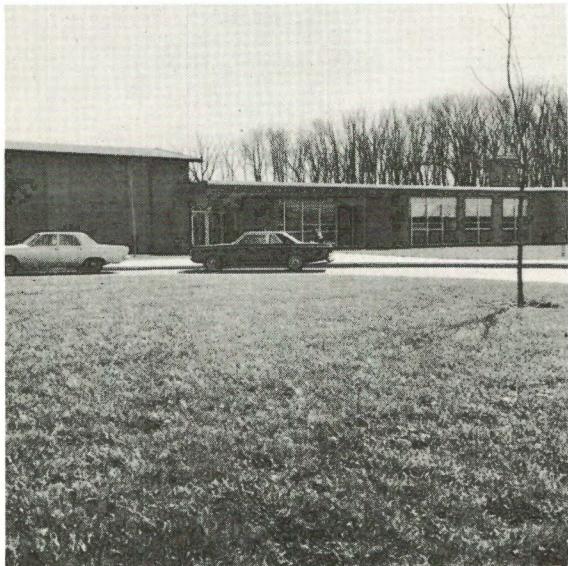
Principal---Mrs. Olivia Letts, 1965

	1962	1963	1964	<u>1965</u>
Faculty Employed	-	-	-	16
Student Enrollment	-	-	-	319

INSTRUCTIONAL ADAPTATIONS

Nongraded---K

REO



REO ROAD SCHOOL
1221 Reo Court

FACILITIES

Constructed---1964	2 Kindergarten Rooms
Additions---none	12 Regular Classrooms
Capacity---460	2 Special Education
	1 Multipurpose Room
	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Frances Sauber, 1964

	1962	1963	1964	1965
Faculty Employed	-	-	19	20
Student Enrollment	-	-	403	433

INSTRUCTIONAL ADAPTATIONS

Nongraded---entire school (1964-65)

Integrated Special Education and Special Service Programs

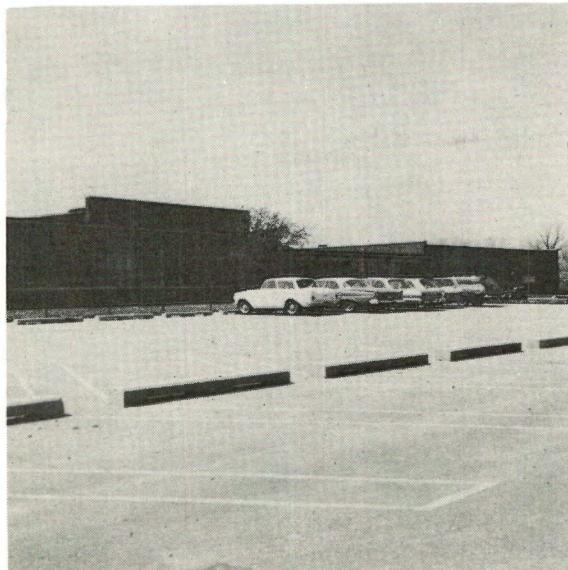
Team Teaching

Materials Resource Center

Modified Joplin

C
H!

SHERIDAN ROAD



SHERIDAN ROAD SCHOOL
3701 North Cedar Street

FACILITIES

Constructed---1919	2 Kindergarten Rooms
Additions---1948	16 Regular Classrooms
	1 Special Education
Capacity---555	1 Library

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

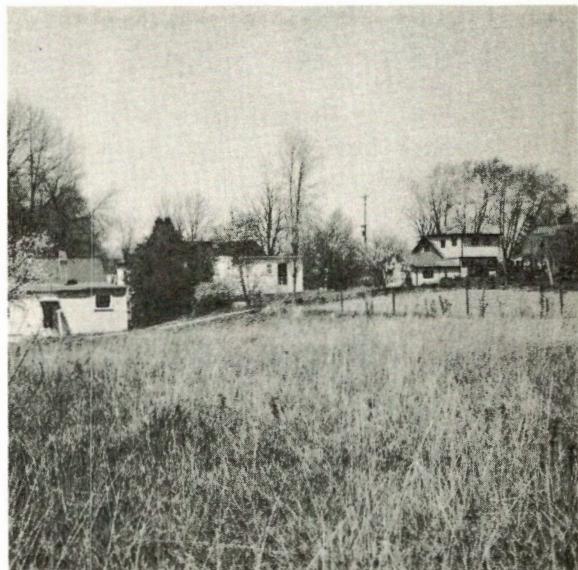
Principal---Mr. Gus E. Organek, 1965

	1962	1963	1964	1965
Faculty Employed	-	-	-	20
Student Enrollment	-	-	-	478

INSTRUCTIONAL ADAPTATIONS

Annexed to Lansing School District (1965)

VALLEY FARMS



VALLEY FARMS SCHOOL
4700 Brook Road

FACILITIES

Constructed---1947

1 Kindergarten Room
11 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1953, 1958

Capacity---350

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. James Swift, 1965

	1962	1963	1964	1965
Faculty Employed	-	-	-	<u>13</u>
Student Enrollment	-	-	-	346

INSTRUCTIONAL ADAPTATIONS

VERLINDEN AVENUE



VERLINDEN AVENUE SCHOOL
609 North Verlinden Avenue

FACILITIES

Constructed---1930

1 Kindergarten Room
11 Regular Classrooms
1 Multipurpose Room
1 Library

Additions---1953

Capacity---350

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mrs. Eleanore Pederson, 1959

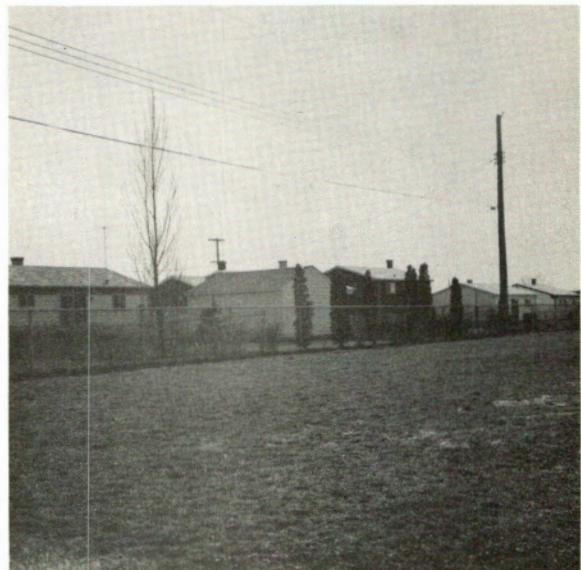
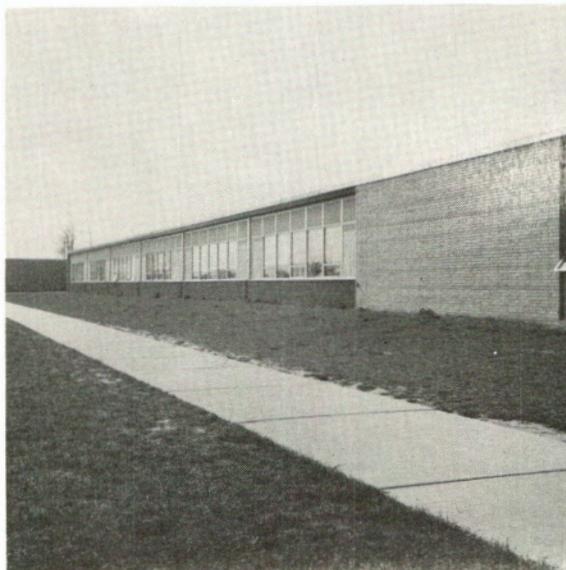
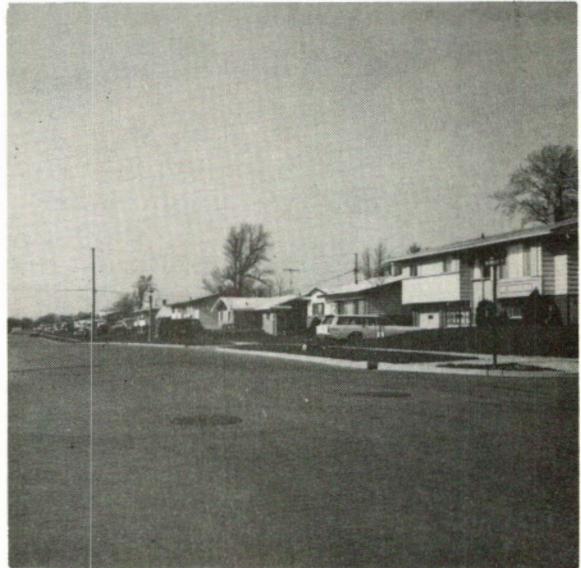
	1962	1963	1964	1965
Faculty Employed	17	17	17	16
Student Enrollment	331	357	355	339

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1962-65)

Remedial-(EOA)

WAINWRIGHT



WAINWRIGHT SCHOOL
4200 Wainwright Street

FACILITIES

Constructed---1960	2 Kindergarten Rooms
Additions---1965	22 Regular Classrooms
	1 Multipurpose Room
Capacity---785	1 Library
	4 Primary Units

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Kenneth J. Springer, 1960

	1962	1963	1964	1965
Faculty Employed	26	24	29	35
Student Enrollment	746	730	782	855

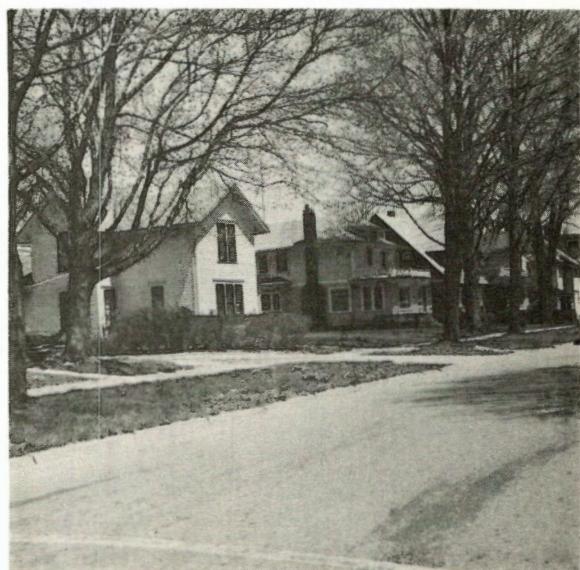
INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1964-65)

Individualized Reading (1962)

Team Teaching (1965)

WALNUT STREET



WALNUT STREET SCHOOL
1012 North Walnut Street

FACILITIES

Constructed---1924	2 Kindergarten Rooms
Additions---1937	12 Regular Classrooms
	1 Multipurpose Room
Capacity---430	1 Orthopedic Room

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Miss Gertrude A. Browne, 1944-62
---Miss Florence Teddy, 1963

Assistant Principal---Mrs. Mildred Richardson, 1963 (1965--p.m.)

	<u>1962</u> 30	<u>1963</u> 30	<u>1964</u> 31	<u>1965</u> 33
Faculty Employed				
Student Enrollment	471	491	460	449

INSTRUCTIONAL ADAPTATIONS

Partial Nongraded

WILLOW STREET



WILLOW STREET SCHOOL
1012 West Willow Street

FACILITIES

Constructed---1952	2 Kindergarten Rooms
Additions---1954, 1961	17 Regular Classrooms
	1 Multipurpose Room
	1 Library
Capacity---640	2 P.V. Bassett Park

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

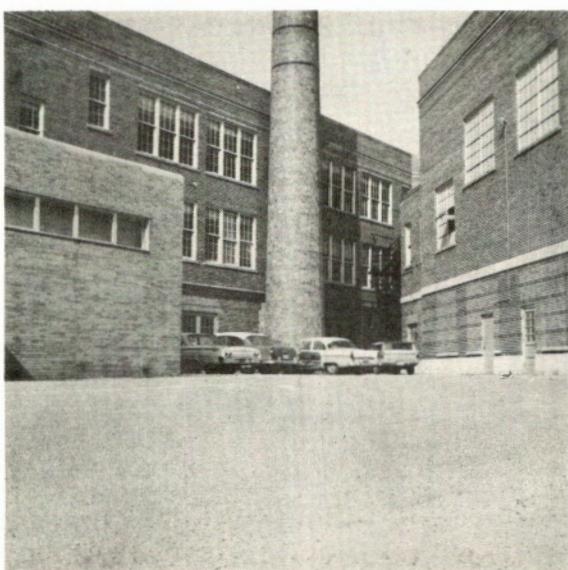
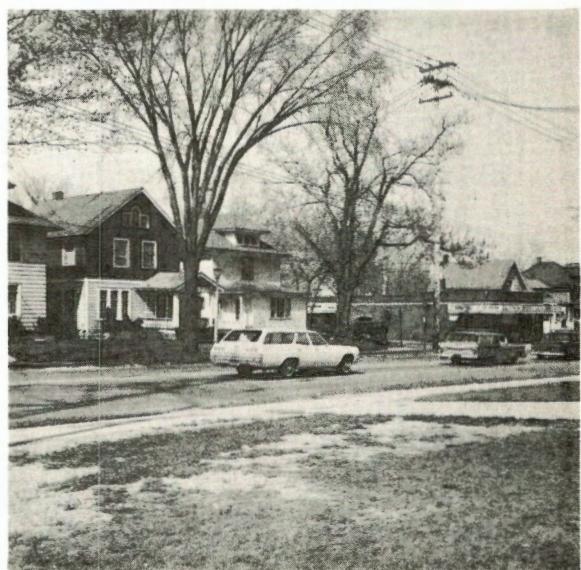
Principal---Mrs. Mary W. Brown, 1959

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	22	24	25	25
Student Enrollment	563	586	580	581

INSTRUCTIONAL ADAPTATIONS

Advanced Instruction (1965)

WALTER FRENCH JUNIOR HIGH SCHOOL



WALTER FRENCH JUNIOR HIGH SCHOOL
1900 South Cedar Street

FACILITIES

Constructed---1925	32 General Classrooms
Additions---1957	2 Special Education
Capacity---1,570	3 Industrial Arts
	2 Homemaking
	1 Vocal Music
	1 Band
	2 Gym
	7 Science Labs

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

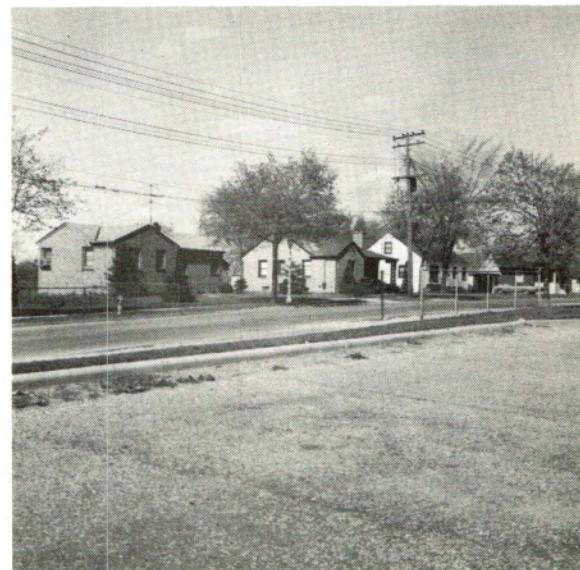
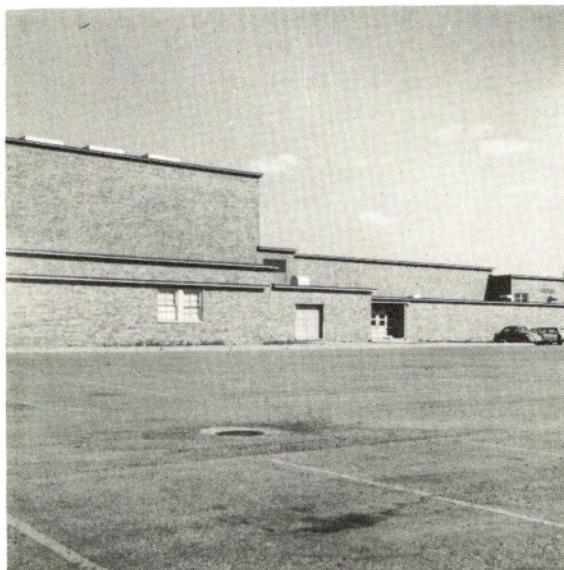
Principal---Mr. Hyrtl C. Feeman, 1944-1964
---Mr. Frank A. Throop, 1965

Assistant Principal (Male)---Mr. Ronald Hohenstein, 1962

Assistant Principal (Female)---Miss Catherine Dettling, 1955

	1962	1963	1964	1965
Faculty Employed	64	63	61	81
Student Enrollment	1,436	1,245	1,230	1,352

C. W. OTTO JUNIOR HIGH SCHOOL



C. W. OTTO JUNIOR HIGH SCHOOL
500 East Thomas Street

FACILITIES

Constructed---1954-1956

23 General Classrooms
2 Special Education
3 Industrial Arts
2 Homemaking
1 Vocal Music
2 Band
2 Gym
9 Science Labs

Additions---none

Capacity---1,449

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

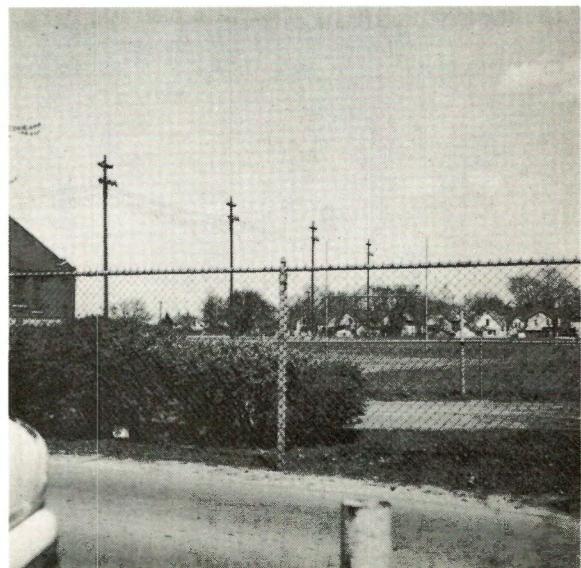
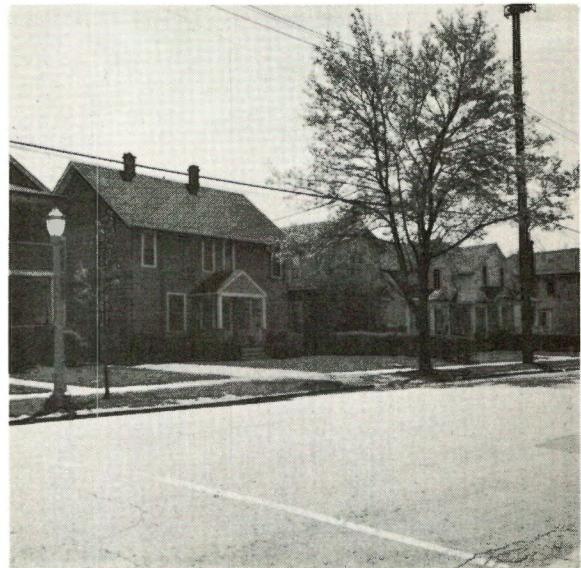
Principal---Mr. Robert H. Mauder, 1955-1966
---Mr. Vernell Chapman, 1966

Assistant Principal (Male)---Mr. Vern Chapman, 1962-1966
---Mr. Robert Hecksel, 1966

Assistant Principal (Female)---Miss Maurine Vind, 1956

	1962	1963	1964	1965
Faculty Employed	60	58	58	70
Student Enrollment	1,260	1,117	1,085	1,237

PATTENGILL JUNIOR HIGH SCHOOL



HENRY R. PATTENGILL JUNIOR HIGH SCHOOL
1017 Jerome Street

FACILITIES

Constructed---1921	32 General Classrooms
Additions---1939	3 Special Education
Capacity---1,600	3 Industrial Arts
	2 Homemaking
	1 Vocal Music
	1 Band
	2 Gym
	7 Science Labs

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

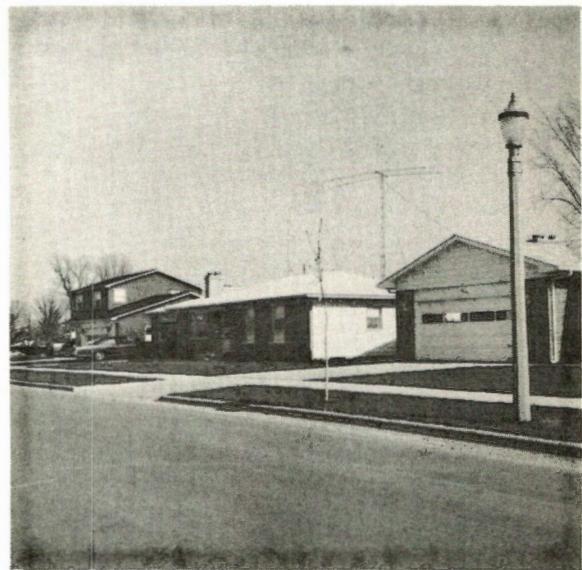
Principal---Mr. Gary H. Fisher, 1962

Assistant Principal (Male)---Mr. Frank A. Throop, 1962-1964
---Mr. Donald Pickard, 1965

Assistant Principal (Female)---Miss Anna L. Brewer, 1943-1962
---Mrs. Verna Hepner, 1963

	1962	1963	1964	1965
Faculty Employed	65	62	61	63
Student Enrollment	1,450	1,307	1,189	1,091

DWIGHT H. RICH JUNIOR HIGH SCHOOL



DWIGHT H. RICH JUNIOR HIGH SCHOOL
2600 Hampden Drive

FACILITIES

Constructed---1963	29 General Classrooms
Additions---Mobile Units	1 Special Education
Capacity---1,489	4 Industrial Arts
	2 Homemaking
	1 Vocal Music
	1 Band
	2 Gym
	7 Science Labs
	6 Relocatable Units
	(Increases Capacity 180)

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

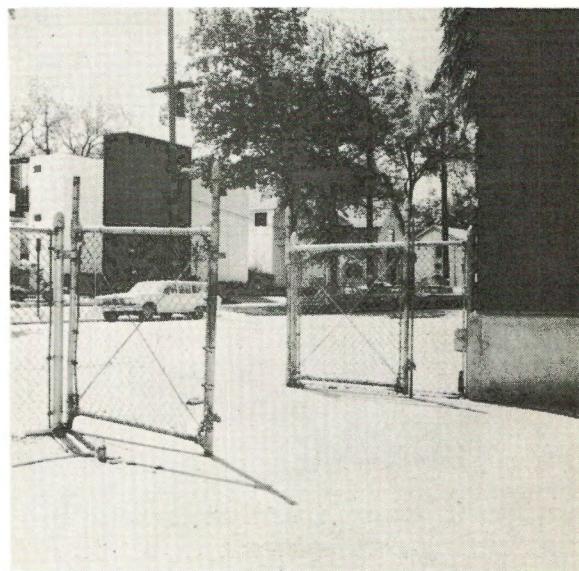
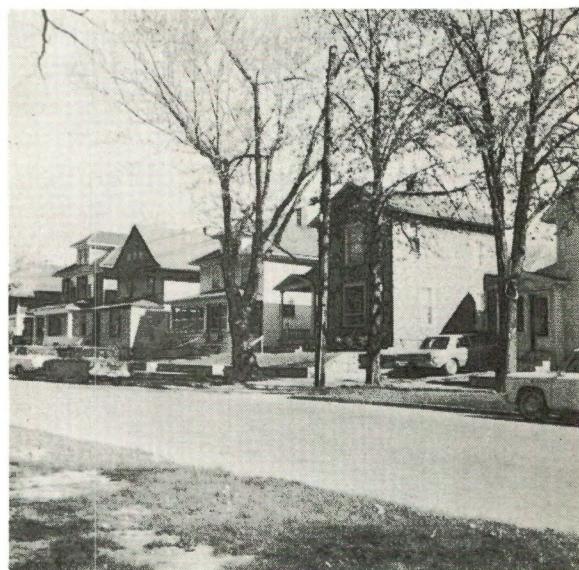
Principal---Mr. Robert E. Lott, 1963-1964
---Mr. Glenn A. Burgett, 1965

Assistant Principal (Male)---Mr. F. D. McCaskey, 1963

Assistant Principal (Female)---Miss Granella Smith, 1963

	1962	1963	1964	1965
Faculty Employed	-	57	64	75
Student Enrollment	-	1,129	1,327	1,466

WEST JUNIOR HIGH SCHOOL



WEST JUNIOR HIGH SCHOOL
500 West Lenawee Street

FACILITIES

Constructed---1920	31 General Classrooms
Additions---1922, 1929	3 Special Education
Capacity---1,639	4 Industrial Arts
	2 Homemaking
	1 Vocal Music
	1 Band
	2 Gym
	8 Science Labs

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

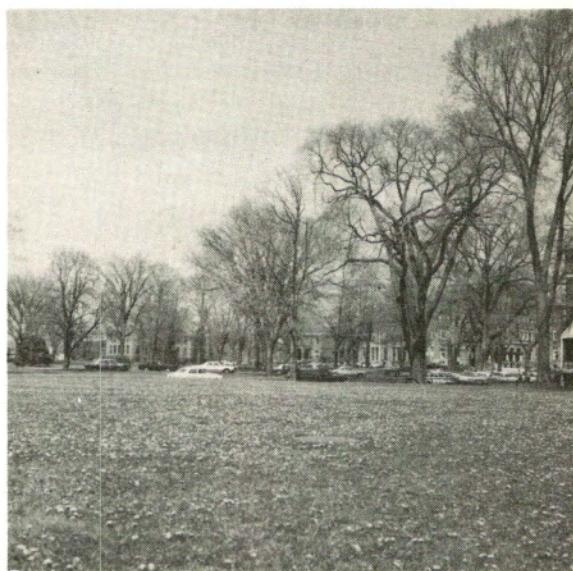
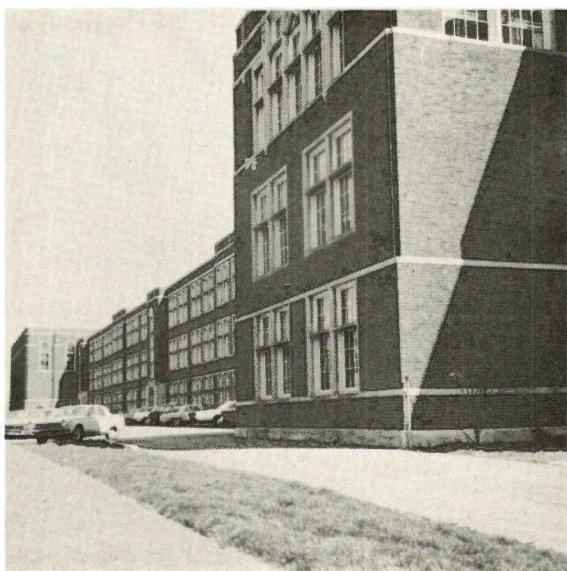
Principal---Mr. Robert E. Lott, 1954-1962
---Mr. Glenn A. Burgett, 1963-1964
---Mr. Calvin C. Anderson, 1965

Assistant Principal (Male)---Mr. Glenn A. Burgett, 1958-1962
---Mr. Calvin C. Anderson, 1963-1964
---Mr. Dale Metts, 1965

Assistant Principal (Female)---Miss Granella Smith, 1952-1962
---Miss Edith DeRose, 1963

	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Faculty Employed	74	59	77	78
Student Enrollment	1,656	1,231	1,478	1,406

EASTERN HIGH SCHOOL



EASTERN HIGH SCHOOL
220 North Pennsylvania Avenue

FACILITIES

Constructed---1928	52 General Classrooms
Additions---1937, 1961	2 Special Education
Capacity---2,168	2 Gym
	1 Band
	3 Vocational Shops
	7 Industrial Arts and
	Homemaking
	4 Science labs

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Don F. Johnson, 1963

Assistant Principal (Male)---Mr. Joseph Rousseau, 1962

Assistant Principal (Female)---Miss Helen Benjamin, 1944-1964
---Miss Eleanor Doersam, 1965

	1962	1963	1964	1965
Faculty Employed	87	91	101	105
Student Enrollment	1,626	1,609	1,791	1,905

EVERETT HIGH SCHOOL



EVERETT HIGH SCHOOL
3900 Stabler Street

FACILITIES

Constructed---1959

44 General Classrooms

3 Special Education

1 Driver Education facility

2 Gym

1 Vocal Music

1 Band

3 Vocational Shops

8 Industrial Arts and
Homemaking

5 Science Labs

4 Relocatable Units

(Increases Capacity 120)

Additions---1960, Mobile Units

Capacity---2,047

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

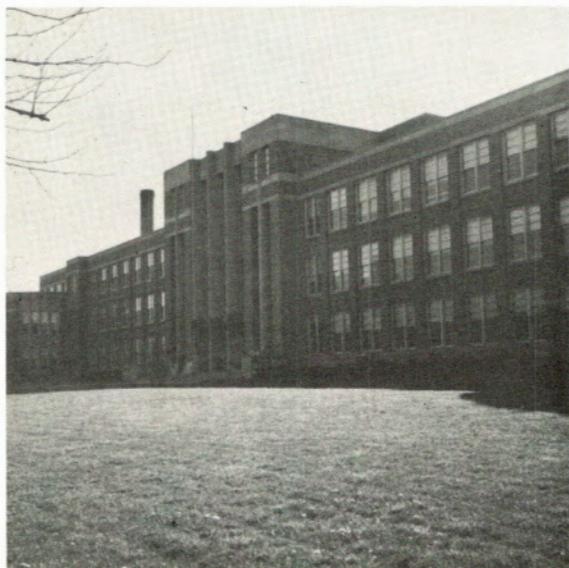
Principal---Mr. Benjamin Leyrer, 1951

Assistant Principal (Male)---Mr. Archie Ross, 1959

Assistant Principal (Female)---Miss Elfie Christenson, 1953

	1962	1963	1964	1965
Faculty Employed	80	88	97	100
Student Enrollment	1,829	1,724	1,931	2,041

J. W. SEXTON HIGH SCHOOL



J. W. SEXTON HIGH SCHOOL
102 South McPherson Avenue

FACILITIES

Constructed---1942	42 General Classrooms
Additions---1949, 1956, 1961	3 Special Education
Capacity---2,056	2 Gym
	1 Vocal Music
	1 Band
	3 Vocational Shops
	9 Industrial Arts and
	Homemaking
	6 Science Labs

(Refer to Building and Sites Manual for specific details.)

ADMINISTRATIVE PERSONNEL

Principal---Mr. Christian H. Roosenraad, 1943

Assistant Principal (Male)---Mr. R. Cassius Shaft, 1957

Assistant Principal (Female)---Miss Elizabeth Lawry, 1944

	1962	1963	1964	1965
Faculty Employed	84	86	87	89
Student Enrollment	1,786	1,647	1,696	1,727